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ABSTRACT

Outlines are presented for teacher workshops on identifying and overcoming biased attitudes reflected in current literature and classroom instructional materials. Each session includes: (1) a needs assessment activity or exercise to express initial concerns; (2) a lecture introducing new concepts and activities; (3) activities providing an opportunity for participants to apply the concepts presented in the lecture; (4) activities designed to provide an opportunity to practice some skills necessary for the application of sex equity principles; and (5) identification of specific steps to be taken to promote sex equity. Topics of the sessions are: (1) personal attitudes toward sex roles; (2) sex bias in instructional procedures; (3) the teacher, Title IX, and sex equity; (4) nonbiased and affirmative teaching; (5) the origins of bias; (6) institutionalized bias in education; (7) identifying forms of bias in instructional materials; (8) identifying forms of bias in textbook content; (9) distinguishing between biased and nonbiased materials; and (10) summary, evaluation and closing workshop evaluation. Answer sheets to questions raised in the sessions are appended. (JD)

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TITLE IX

Teacher's Role

Identifying and Overcoming Sex Bias

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SP024 957

COLORADO DEPARTMENT OF EDUCATION
CALVIN M. FRAZIER, COMMISSIONER
DENVER

Trainer Manual

TRAINER MANUAL

TEACHER'S ROLE:
IDENTIFYING AND OVERCOMING SEX BIAS
IN CLASSROOM MANAGEMENT

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April 1980

Adapted/Adopted
From the materials prepared for the
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Title IX Equity Workshops Project
by
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PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workshop sessions are provided for the following groups:

Administrators, Title IX coordinators and school board members
Instructional personnel
Counseling and pupil services personnel
Physical activities personnel (physical education and athletics staff)
Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training manual.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Maryland).

Adaptations in the training materials for Colorado School districts were made by Dr. Martha Fair, Sex Equity Supervisor for the Colorado Department of Education and Linda S. Doyle, Consultant. The art work and cover design were done by the Art Department, Melanie Spurlin typed the manuals.

Title IX Sex Equity Staff
Equal Education Services Unit
Colorado Department of Education
April, 1980

SESSION SPECIFICATIONS

Session Participants:

Instructional personnel of local education agencies

Session Objectives:

To identify a framework for consideration of sex discrimination and sex bias and the ways it limits the options of girls and boys in our classrooms

To examine the ways we manage our classrooms and the ways we interact with students to discover if we are perpetuating sex discrimination and sex bias

To identify various strategies which may be used for overcoming sex discrimination and sex bias in the classroom

To examine the use of content analysis techniques as a means of identifying bias in instructional materials

To provide an overview of strategies which may be used for overcoming the bias and the effects of bias in instructional materials

To extend our skills in revising biased instructional materials

To review the roles of the teacher as curriculum manager, institution builder and learner as they apply to implementing Title IX and attaining sex equity.

Time Required:

Flexible (from 2 hours to 6 hours)

Facilitators Required:

Although the session may be conducted by a single person, it is preferable in most cases to share the responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills and who represent racial-ethnic diversity.

Group Size:

Flexible

Facilities Required:

Meeting room to accommodate expected number of participants; tables and moveable chairs to facilitate small group work.

Equipment and Supplies Required:

Newsprint, markers and tape, chalk and chalkboard, pencils for each participant

Materials Needed:

For participant use:

Sex Role Environment Opinionnaire--(Participant Worksheet 1)

Summary of the Forms of Sex Bias in the Classroom --(Participant Information Sheet 2)

Identifying Sex Bias in the Classroom--(Participant Worksheet 3)

Recognizing Sexist and Nonsexist Practices and Behaviors--(Participant Worksheet 4)

Assessing Sex Bias in the Classroom--(Participant Worksheet 5)

Steps I Need to Take to Ensure Sex Equity in My Classroom--(Participant Worksheet 6)

Stimulus Pictures

Identifying Sex Bias in Instructional Materials--(Participant Worksheet 7)

Identifying Racial-Ethnic Bias in Instructional Materials--(Participant Worksheet 8)

Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers --(Participant Worksheet 9)

Distinguishing Between Sex- and Race-Biased and Nonbiased Materials--(Participant Worksheet 10)

Identifying Sex Bias in Instructional Procedures: Case Example Answer Sheet--(Appendix A)

Recognizing and Identifying Sexist and Nonsexist Practices and Behaviors: Answer Sheet--(Appendix B)

Summary of the Forms of Bias in Instructional Materials--(Appendix C)

Identifying Sex Bias in Instructional Materials: Answer Sheet--(Appendix D)

Identifying Racial-Ethnic Bias in Instructional Materials: Answer Sheet--(Appendix E)

A New School for Taiharuru: Sample Content Analysis/Critical Reading: Answer Sheet--(Appendix F)

Distinguishing Between Sex- and Race-Biased and Nonbiased Materials: Answer Sheet--(Appendix G)

Attitude Surveys and Evaluation Tools for the Classroom Environment--(Appendix H)

Glossary of Terms Relating to Contracts and Grants--(Appendix I)

Sources of Funding - Examples of Department of Education Funds--(Appendix J)

Title IX of the Education Amendments of 1972 - A Summary of the Implementing Regulations--(Appendix K)

Workshop Evaluation Sheet

For facilitator use:

Charts on newsprint, acetate or chalkboard:

"Forms of Bias in the Classroom"

"Definitions of Sexist and Nonsexist Behaviors"

"Session Objectives"

"Charts for Considering Stimulus Pictures"

Facilitator Preparation Required:

Thoroughly review this outline and all participant materials

Prepare a Session Agenda which reflects any adaptations made to the session activities. Use the Session Agenda to help in the planning.

Review suggested lectures and introductory comments and adapt them to accommodate unique group needs and facilitator(s) style(s):

"Forms of Sex Bias and Their Manifestations in the Classroom" (20 minutes)

"The Teacher, Title IX and Sex Equity" (10 minutes)

"Institutionalized Bias in Education and Instructional Materials" (20 minutes)

Prepare charts (on newsprint, acetate transparency or chalkboard) as identified in "Materials Needed" listing of these Session Specifications.

Suggestions for Conduct of Workshops:

How can the workshop activities and sequence be adapted to fit shorter periods of time?

The session outline is designed for implementation in a two- to six-hour period. When it is necessary to modify activities into shorter periods of time, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary, the facilitator(s) should consider the following:

A. Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

   Needs assessment activity/exercise -- Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal placing of the session objectives.

   Cognitive activities -- Each session outline includes a lecture(s) to introduce new concepts and activities.

These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecture can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful to provide a summary of the key points included in the lecture to ensure that all members of the group have a common frame of reference for subsequent activities.

Experiential activities -- These activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of these activities is to help participants assess for themselves the implications of the information presented for day-to-day activities.

Skills practice activities -- Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

Action-planning activities -- Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and, in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B. Provide participants with reading materials prior to the workshop session.

   If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the workshop. If the facilitator believes that this is desirable, a summary of the information provided in the lecture or information sheet may be distributed to participants prior to the workshop.

C. Reduce the amount of time spent on exercises and worksheets.

   One way the timelines for the session can be cut is to ask the participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways in which the participant materials may be used after the workshop.

What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

A. Remember that change in knowledge, attitudes and skills requires time and continued support. Each

person must move through a process of exploring, understanding and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

B. Work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

Defensiveness -- the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

Rejection of the group -- the categorizing of an individual or group as "hopeless". One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communication with all participants and continue to work through the feelings and ideas presented.

Future predictions -- statements to an individual or the group such as, "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in the workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

Avoidance of the issues -- dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as, "There's really no need for major changes in most programs", does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

Overcontrol of the participant group -- pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling for clarification questions or for consideration of the implications of the information in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

C. Work to maintain a climate where participants' questions, feelings and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

D. Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunities to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

RESOURCES AVAILABLE

From the Colorado Department of Education

Available for Loan from the Colorado Department of Education:

FILMS

"Different Folks," Agency for Instructional Television, 15 minutes (color)

** "An Equal Chance Through Title IX," 25 minutes (color)

"Free to Be ... You and Me," McGraw Hill (set of 3 films)

I Friendship - 16 minutes (color)
II Expectations - 14 minutes (color)
III Independence - 17 minutes (color)

* "In the Spirit of Title IX," Richter - McBride, 33 minutes (color)

"Sex Role Development," McGraw-Hill, 23 minutes (color)

"Take this Woman," Anti-Defamation League, (color)

"Turning Points," Coronet Films, 34 ½ minutes (color)

"Women at the Top," Richter - McBride, 35 minutes (color)

FILMSTRIPS

"American Women Search for Equality," Current Affairs, March, 1973

* "Cinderella is Dead!", National Education Association

"Free to Be ... You and Me," McGraw Hill, (set of 6 filmstrips)

"Identity Female: A Program Review," Dun-Donnelly Publishing Corporation, 1975

"The Labels and Reinforcement of Sex Role Stereotyping," National Educational Association

"Sexism and Racism in Children's Books," CIBC Resource Center (2 filmstrips)

* "Title IX in the Schools," Claremont Education Resources

SLIDES & CASSETTES

"How High the Sky? How Far the Moon?", WEEA, (4 cassettes and learning guide)

"Increasing Job Options for Women," National Audiovisual Center

"Legal Responsibilities: Affirmative Action and Equal Employment," National Audiovisual Center

"Legal Rights of Women Workers," National Audiovisual Center

For information about borrowing any of the materials listed, contact:

Sex Equity Staff
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 866-3272

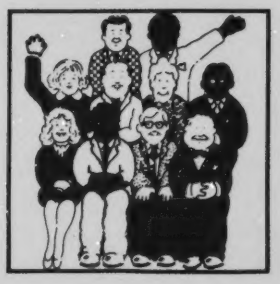
KEY TO DRAWINGS

DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

DRAWING 1R: Small Hip-O-Niner references page numbers in Participant Workbook.

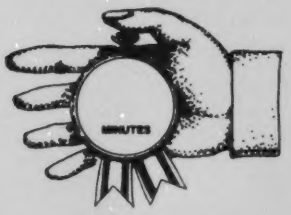
DRAWING 2: INDIVIDUAL ACTIVITY

DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION



DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION

DRAWING 5: TIME DESIGNATION FOR COMPLETION OF AN ACTIVITY



SESSION AGENDA

Session Introduction (5 minutes)

Activity 1: Sex Role Environment Opinionnaire: An Assessment

A. Introduction and Individual Activity -- Sex Role Environment Opinionnaire (10 minutes)
B. Large Group Discussion (15 minutes)

Activity 2: Sex Bias in Instructional Procedures

A. Lecture -- Forms of Sex Bias and Their Manifestations in the Classroom (20 minutes)
B. Questions and Answers (5 minutes)
C. Individual Activity -- Identifying Sex Bias in the Classroom (10 minutes)
D. Small Group Discussions (10 minutes)
E. Large Group Discussion (15 minutes)

Activity 3: The Teacher, Title IX and Sex Equity

A. Lecture -- The Teacher, Title IX, and Sex Equity (10 minutes)
B. Individual Activity -- Recognizing Sexist and Nonsexist Practices and Behaviors (10 minutes)
C. Small Group Discussions (10 minutes)
D. Large Group Discussion (10 minutes)

Activity 4: Nonbiased and Affirmative Teaching

A. Introductory Comments (5 minutes)
B. Paired Interviews -- Assessing Sex Bias in the Classroom (15 minutes)
C. Large Group Discussion (10 minutes)
D. Individual Activity -- Identifying Action Steps (15 minutes)
E. Summary Comments (10 minutes)

Activity 5: The Origins of Bias: Our Perceptual Framework

A. Introductory Comments (15 minutes)
B. Small Group Activity -- Examining our Perceptions (10 minutes)
C. Large Group Discussion (15 minutes)

Activity 6: Institutionalized Bias in Education and Instructional Materials

A. Lecture -- Institutionalized Bias in Education and Instructional Materials (20 minutes)
B. Questions and Answers (5 minutes)

Activity 7: Identifying the Forms of Bias in Instructional Materials

A. Introductory Comments (5 minutes)
B. Individual Activity -- Identifying Sex Bias in Instructional Materials (15 minutes)
C. Small Group Discussions (10 minutes)
D. Individual Activity -- Identifying Racial-Ethnic Bias in Instructional Materials (15 minutes)
E. Small Group Discussions (10 minutes)
F. Large Group Discussion (15 minutes)

Activity 8: Identifying Bias in Instructional Materials: Content Analysis

A. Introductory Comments (5 minutes)
B. Individual Activity -- Identifying Content Analysis in Instructional Materials (15 minutes)
C. Large Group Discussion (10 minutes)

Activity 9: Distinguishing Between Biased and Nonbiased Materials

A. Introductory Comments (5 minutes)
B. Small Group Activity -- Distinguishing Between Biased and Nonbiased Materials (10 minutes)

C. Large Group Discussion (5 minutes)
D. Action Planning and Supplementary Activities (Variable)

Activity 10: Summary, Evaluation and Closing

A. Summary Comments (5 minutes)
B. Evaluation of Session (5 minutes)
C. Closing Comments (5 minutes)

SESSION INTRODUCTION

Purposes of the Activity:

To introduce the facilitator(s) to the participants

To provide participants with an overview of the purposes and the content provided in the sessions for instructional staff

To provide participants with an overview of the activities for identifying and overcoming sex bias in instructional materials

To provide participants with a listing of the objectives for the activities

To provide participants with an overview of the role of the teacher as curriculum manager

Materials Needed:

For participant use:

None

For facilitator use:

None

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant material

Review suggested comments and adapt them to accommodate unique group needs or facilitator(s) style(s)

PROCEDURE

The facilitator should describe the purpose and format of the session, making the points that these sessions are designed to provide participants with the opportunity to work with people in roles similar to theirs (in this case, teachers or instructional personnel) in exploring issues related to Title IX implementation and the attainment of sex equity which are particular to their role.

Next the facilitator should take a moment to introduce herself/himself and to provide a brief description of her/his involvement in issues of Title IX or sex equity as they relate to teachers and instruction. Any housekeeping information necessary -- restroom location, availability of materials and pencils, scheduling of refreshments, etc. -- might be included at this time.

The facilitator should then begin to establish a frame of reference for the sessions for instructional personnel.

Suggested Comments:

"During the session for instructional personnel we will be examining the role of the teacher in the implementation of Title IX and the attainment of sex equity. Although the Title IX regulation does not specify many prohibitions which directly mention the role of the teacher, the ultimate test of Title IX implementation and the attainment of sex equity will be measured by the manner in which educational services reach students in the classroom. Each of the procedural requirements of the Title IX regulation are designed to provide a structure in which nonsexist educational services will be delivered to students. The degree to which this structure will accomplish its goals will be determined by the degree to which instructional staff will be able to implement the intent of the structure and demonstrate sex equity in the classroom.

"The session for Instructional Staff is organized around some of the roles of the teacher within the classroom. These roles may be described as:

Teacher as classroom manager

Much of the teaching provided students in the classroom is not found in the design of the curriculum and

formal learning activities, but rather within the ways that classroom activities are organized and within the interactions between the teacher and the students. Frequently we are able to identify systematic forms of sex bias in the ways that the classroom is managed and in the interactions of the teacher with the students. During this session we will be involved in examining the forms of bias that may be identified in the classroom and the strategies that may be used for the elimination of such bias.

Teacher as curriculum manager

The most visible role of the classroom teacher is to manage the selection and use of textbooks and instructional materials that are used in the classroom. Teachers exert a great deal of influence in determining which classroom materials are to be used and almost exclusive influence over the manner in which they will be presented. Research has documented that the content and images of textbooks and instructional materials are frequently biased. Until teachers have some recognition of the forms of bias that are portrayed in textbooks and instructional materials, and the methods which may be used for overcoming such bias, there is little hope that the effects of such bias may be overcome. An important focus of this session will be to examine the role of the teacher as curriculum manager as it may be used to attain sex equity.

Teacher as institution builder

The influence and responsibility of the teacher do not stop at the door of the classroom. All persons working within a district have the opportunity and responsibility to contribute to the overall functioning of the district as it carries out its educational activities. Teachers can assume the role of institution builder by providing leadership and guidance to other staff members, by ensuring that the climate of the school system is free from bias and by assisting in the development of an institutional structure which meets the needs of all students.

Teacher as learner

One of the characteristics of a professional person is a commitment to her/his own personal growth and development. Our knowledge of sex role socialization as it is manifest in education is of comparatively recent origin. Each of us needs to focus on the ways we can extend our knowledge and skills so that we may be prepared to implement Title IX in our classrooms and ensure that activities demonstrate equity for all students and employees.

"During this session our primary attention will be focused on the first two roles - teacher as classroom manager and teacher as curriculum manager. We hope, however, that you will consider all of the activities in light of their implications for your efforts within the total school system or institution and their implications for your personal learning and growth.

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"The objectives for this session for Instructional Personnel are designed to assist teachers in the elimination of discrimination and bias in their management of the classroom. Specifically the objectives will be:

To identify a framework for consideration of sex discrimination and sex bias and the ways it limits the options of girls and boys in our classrooms

To examine the ways we manage our classrooms and the ways we interact with students to discover if we are perpetuating sex discrimination and sex bias

To identify various strategies which may be used for overcoming sex discrimination and sex bias in the classroom

To examine the use of content analysis techniques as a means of identifying bias in instructional materials

To provide an overview of strategies which may be used for overcoming the bias and the effects of bias in instructional materials

To extend our skills in revising biased instructional materials

To review the roles of the teacher as curriculum manager, institution builder and learner as they apply to implementing Title IX and attaining sex equity.

"You will recall that in this session we also will be focusing on the role of the teacher as curriculum manager, the bias that may be found in textbooks and institutional materials, and the strategies which may be used in overcoming such bias."

The facilitator should provide time for questions and answers to ensure that participants are clear about the purpose and the focus of the session for instructional personnel.

ACTIVITY

1

SEX ROLE ENVIRONMENT OPINIONNAIRE: AN ASSESSMENT

Activity Agenda:

A. Introduction and Individual Activity -- Sex Role Environment Opinionnaire (10 minutes)
B. Large Group Discussion (15 minutes)

Purposes of the Activity:

To provide participants with an opportunity to identify forms of differential treatment of females and males within the classroom or in instructional situations

To assess the forms of bias and the relative difficulties which will be faced in the elimination of such forms of bias

To identify the resources needed for assistance in the elimination of sex bias in the classroom

Materials Needed:

For participant use:

Sex Role Environment Opinionnaire (Participant Worksheet 1)

For facilitator use:

Newsprint and marker, chalkboard and chalk

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant materials

Prepare sheets of newsprint marked with columns for "SA", "A", "N/O", "D" and "SD".

PROCEDURE

A. Introduction and Individual Activity: Sex Role Environment Opinionnaire (10 minutes)

The purpose of this activity is to provide participants with an opportunity to identify personal behaviors which may influence the treatment of females and males within their classrooms. In addition, the activity provides the facilitator with information regarding the perceptions of participants which should be used as the basis for identifying areas which may be highlighted or related to the participants' frames of reference.

Suggested Comments

"During this session we will be focusing on the learning environment and ways that students may be treated differently on the basis of sex. If most of us are asked to think about the ways that students are treated differently in classes, we are inclined to say 'I treat all students just alike.' Research has shown that there is a strong possibility that that is not the case. Each of us has grown up in a society where we have learned to expect different things of girls and boys and to respond to the behavior of girls and boys in different ways. During the first activity of this session we'd like you to think about your own personal attitudes regarding sex roles in the learning environment. We will then explore some of the implications of these attitudes when they are practiced in the learning environment.

page 1

"Would you take out Participant Worksheet 1 entitled 'Sex Role Environment Opinionnaire'? Take about five minutes to think about the questions and to answer them individually. Do not put your name on the opinionnaire. After you've had a chance to answer the questions, we'll be sharing your answers anonymously with the rest of the group."

The facilitator should provide participants at least five minutes for the completion of the worksheets. It would be useful for the facilitator to move about the room to be available for answering questions or clarifying any points which may be raised.

B. Large Group Discussion (15 minutes)

When participants have completed the worksheet, the facilitator should collect the worksheets and randomly redistribute them to participants.

The facilitator should ask the group for responses to several of the questions. Particular attention should be given to the following statements:

1. It's unnecessary to promote the altering or dropping of commonly accepted words and/or titles such as chairman, Miss, policeman, fireman, etc.

4. Examples of blatant sex stereotyping are common in current instructional materials.

5. Teachers at this school should be provided adequate training to analyze instructional materials for sexist content.

10. Sexist content in textbooks and/or other sources of media in the classroom has a negligible impact on the development of sexist attitudes by students.

17. Nonsexstereotyped curriculum materials would help students understand career options available to them.

21. I feel that it is important to create a nonsexist environment in my classroom.

The facilitator should state each question and have participants indicate their answers in each category ("SA", "A", "N/O", "D", "SD") by a show of hands. A second facilitator or volunteer should note the participants' responses to these questions on the newsprint charts which have been prepared for this purpose. The charts should remain posted in the room and referred to during the session when appropriate. When participant answers have been tabulated, the facilitator should take about five minutes to discuss with the group questions such as the following:

> What do our answers indicate about the sex role environment in our school(s)?

What are some things we might do to improve that environment (even if the environment is a relatively positive one)?

Which areas do you (the participants) feel will be the easiest to improve? The most difficult? Tell why.

The facilitators should summarize by telling participants that they will be learning more about sex bias and what can be done to analyze and improve the learning environment in the activities to follow.

Participant Worksheet 1

page 1

SEX ROLE ENVIRONMENT OPINIONNAIRE

Background Information
(Please check one item in each category)

SEX Female _____

Male _____

AGE 30 or under _____

31 to 40 _____

41 to 50 _____

over 50 _____

PRESENT POSITION

Administrator _____

Teacher _____

Aide _____

PRESENT ASSIGNMENT LEVEL

K _____

1-2 _____

3-4 _____

5-6 _____

Building level _____

*Adapted from Survey #519, ESEA Title IV-C Project

This is not a test but an opinionnaire. Although there are no right or wrong answers, it is important that your responses accurately reflect your own judgments, impressions and feelings.

After each statement, please draw a circle around the response which most closely represents your opinion. The response choices are as follows:

SA	Strongly Agree
A	Agree
N/O	No Opinion
D	Disagree
SD	Strongly Disagree

Please circle only one response per item; do not mark between the provided choices and answer all of the items.

1. It's unnecessary to promote the altering or dropping of commonly accepted words and/or titles such as chairman, Miss, policeman, fireman, etc.

   SA A N/O D SD

2. I would vote for a well qualified woman to be President of the United States.

   SA A N/O D SD

3. It would bother me to see a five-year-old boy playing with a doll.

   SA A N/O D SD

4. Examples of blatant sex stereotyping are common in current instructional materials.

   SA A N/O D SD

5. Teachers at this school should be provided adequate training to analyze instructional materials for sexist content.

   SA A N/O D SD

6. A boy should be encouraged to participate in competitive sports to make a man out of him.

SA A N/O D SD

7. Sexually mixed, elective home economics classes are a good idea.

SA A N/O D SD

8. College education is as important for a girl as a boy.

SA A N/O D SD

9. Students should be encouraged to make critical analyses of instructional materials in terms of male and female stereotyping.

SA A N/O D SD

10. Sexist content in textbooks and/or other sources of media in the classroom has a negligible impact on the development of sexist attitudes by students.

SA A N/O D SD

11. I encourage girls toward physical independence by asking them to move chairs, carry books, etc.

SA A N/O D SD

12. Stereotyped roles of women as housewives, mothers or workers in menial or supportive roles are realistic and should not be eliminated from teaching materials.

SA A N/O D SD

13. I am more tolerant of "silliness" and giggling in girls than in boys.

SA A N/O D SD

14. Having women principals to provide role models of authority is as important as providing men principals as authority figures.

SA A N/O D SD

15. In today's world, women can satisfactorily combine the wife/mother role with an active career.

SA A N/O D SD

16. Women and men have instinctive aptitudes for certain jobs and social roles.

SA A N/O D SD

17. Nonsexstereotyped curriculum materials would help students understand career options available to them.

SA A N/O D SD

18. Boys learn more when instructed by men teachers.

SA A N/O D SD

19. In schools, boys are not disciplined as harshly by elementary teachers for fighting as are girls who get into fights.

SA A N/O D SD

20. As long as they are both qualified, men who are heads of households should be hired or advanced over women who are not heads of households.

SA A N/O D SD

21. I feel that it is important to create a nonsexist environment in my classroom.

SA A N/O D SD

22. I feel confident that I can create a non sex role stereotyped atmosphere in my classroom.

SA A N/O D SD

ACTIVITY

2

SEX BIAS IN INSTRUCTIONAL PROCEDURES

Activity Agenda:

A. Lecture -- Forms of Sex Bias and Their Manifestations in the Classroom (20 minutes)
B. Questions and Answers (5 minutes)
C. Individual Activity -- Identifying Sex Bias in the Classroom (10 minutes)
D. Small group discussions (10 minutes)
E. Large group discussion (15 minutes)

Purposes of the Activity:

To provide participants with an overview of forms of bias and their manifestations in the classroom

To provide participants with an opportunity to assess their skills in the identification of bias

To provide participants an opportunity to extend their skills in the correction of bias

Materials Needed:

For participant use:

Summary of the Forms of Sex Bias in the Classroom (Participant Information Sheet 2)

Identifying Sex Bias in the Classroom (Participant Worksheet 3)

Identifying Sex Bias in Instructional Procedures: Case Example Answer Sheet--(Appendix A)

For facilitator use:

Chart (on acetate transparency or newsprint) containing the following key emphasis points to be used with the lecture

FORMS OF BIAS IN THE CLASSROOM

Invisibility

Boys are given more of the teacher's classroom attention

Stereotyping

Through teacher and verbal behavior and expectations, female and male students can be channeled into separate roles, activities and behaviors

Fragmentation/Isolation

Teacher initiation or acceptance of sex segregated grouping

Linguistic Bias

Use of masculine terminology to refer to all people. Use a derogatory terminology to refer to members of one sex

Imbalance/Selectivity

Heavier instructional emphasis on learning problems that more frequently trouble males

Unreality

Need to provide students with experiences which will prepare them for reality in their lives

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant materials

Review suggested lecture and adapt it to accommodate unique group needs or facilitator(s) style(s)

Prepare chart (on acetate transparency or newsprint) on key points of lecture

PROCEDURE

A. Lecture -- Forms of Sex Bias and their Manifestations in the Classroom (20 minutes)

The purpose of this lecture is to provide participants with a framework for classifying the forms of sex bias in the classroom and a rationale for learning to recognize and eliminate such bias. The facilitator should have the chart on the Forms of Bias readily available before beginning the lecture.

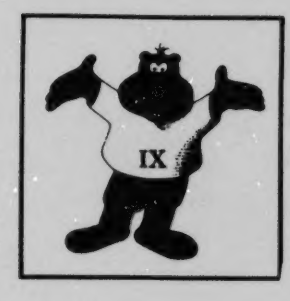
Suggested Lecture:

"There is research which indicates that the outcomes of the educational programs provided for females and males are not equal. The most comprehensive research on outcomes is the result of the National Assessment of Educational Progress.* The Assessment found major disparities in educational achievement of males and females. Males outperformed females in four areas: mathematics, science, social studies and citizenship.

"In the other four areas measured, females consistently outperformed males to any large degree in only one (writing); maintained a slight advantage in one (music); and in the remaining two subjects (reading and literature) were above male achievement levels at age 9, then dropped to lag behind males by the young adult ages 26-35.

"The puzzling result of the National Assessment is that in the male dominated areas (mathematics, science, social studies and citizenship), males and females at age 9 show scholastic achievement that is fairly equal. By age 13, however, females have begun a decline in achievement that continues downward through age 17 and into adulthood.

"These results would suggest that the difference may not be the result of basic ability difference, but rather the impact of the socialization experience on students. The socialization of boys and girls includes the total number of experiences they have in the home and in the community. Most of these experiences we have little or no control over. As educators, however, it is our responsibility to identify those forms of differential treatment in the classroom that may contribute to the different outcomes



for females and males. One of the ways that we can measure ultimate equality for students is that we would not find large differences in outcomes or achievements of students on the basis of sex.

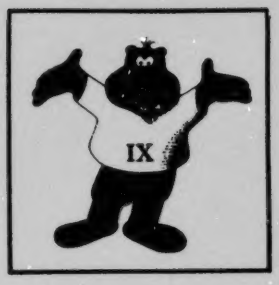
"At this time let's begin to examine the classroom and the instructional activities provided in the classroom and see if we can begin to identify some of the factors that may lead to the differential outcomes which we've discussed. Before we explore the data regarding instructional procedures, teacher behavior and student outcomes, it is important that we understand the limitations of the research on the impact of teacher behaviors on student outcomes. First, much of the research on the effect of various types of classroom instruction has been done with white middle class students; it is not generalized to the instructional treatment of minority students.

"Second, some of the studies of teacher behavior and student performance provide conflicting results. This may be a normal reflection of the difficulty of trying to determine the effect of classroom experiences in long term outcomes when every student is exposed to a multitude of other experiences and variables.

"Last, we have only recently recognized the need for research which focuses directly on differential treatment on the basis of sex, so our knowledge base is limited.

"Despite the limitations of our knowledge as to the specific impact of various forms of differential treatment of students on the basis of sex, there is an overwhelming amount of evidence as to a pattern of sex differentiated treatment which results in different outcomes for females and males. It is our responsibility as teachers to identify as many of the various forms of differential treatment as possible and work to eliminate such differences.

"There are many ways of classifying the various forms of differential treatment of females and males in the classroom. One way to think about the form of bias is to identify six types of bias -- exclusion, stereotyping, fragmentation, linguistic bias, imbalance and unreality -- as they are evident in the management of the classroom and instructional procedures. Let's examine each of these."



The facilitator should display the chart on forms of bias at this time.

Invisibility

"If we were to ask most teachers to recall their most memorable and/or outstanding students, it is likely that most of the names identified would be those of male students. In fact, there is a good deal of data to suggest that males are the salient and visible members of the classroom.

"One way this saliency of males is identified in the classroom is through an analysis of the teacher's interaction patterns with students. Studies indicate that teachers have more interaction of all kinds with boys than with girls in the classroom. Boys are not only reprimanded more (one study shows them receiving 8 to 10 times as many control messages as do girls), but they also appear to be talked to and listened to more frequently than their female counterparts. * In short, while the research is not conclusive it appears that a pattern is formed through which boys receive more of the teacher's active verbal attention.

"More recent research is disclosing many subtle differences in the types of interaction which take place between teachers and students. For example, one group of researchers has found that teachers most frequently reprimand boys for creating disturbances or discipline problems in the classroom. They most frequently praise boys for their academic performance. The praise and reprimand patterns for girls are nearly completely reversed. Teachers usually praise girls for nonacademic behaviors -- for being neat, clean, polite and quiet. When girls receive negative or punitive messages it is usually for their academic performance. * Other studies indicate that boys tend to underestimate their skills. *

"Lisa Serbin and her colleagues have demonstrated other subtleties in the ways teachers differentially distribute praise to females and males in the classroom. She found that girls are more likely to receive positive reinforcement if they stand close to their teachers while the reinforcement for boys was not dependent on proximity to the teacher. *

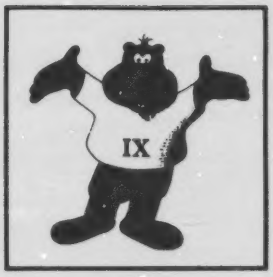
"In general, the teacher interaction studies suggest that girls are less visible and less audible in classrooms than are boys. They seem to get less of the teacher's attention. Further, teachers are likely to offer them reward and praise not for academic performance but for being polite and quiet and for proximity seeking behavior.

"Exclusion and invisibility may occur not only through interaction patterns, but also through the physical environment of the classroom. If posters, pictures, newspaper clippings and other visual materials exclude females, students are being provided a six-hour-a-day lesson in bias through invisibility.

Stereotyping

> 'Oh no! The projector is broken again. I need a young man with some good mechanical aptitude who can come up here and fix it!'
>
> 'Girls, would you please pour the punch and pass out the refreshments for the party.'
>
> 'Well, John, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career -- perhaps becoming a doctor?'
>
> 'Well, Joan, your performance in my class shows that you have good scientific aptitude. And I know from talking with you that you like working with people and helping them. Have you been thinking about medicine as a career -- perhaps becoming a nurse or lab technician?'

"Perhaps these comments -- or different versions of them -- may sound familiar to you. They are verbal reflections of the way teachers frequently stereotype students, assuming that the male half of our population has in common one set of abilities, interests, values and roles and the female half of our population has in common another set of abilities, interests, values and roles. Such stereotyping generally reflects oversimplified attitudes and completely ignores individual differences.



"The stereotyping in the example is explicit; however, when teachers hold biased expectations about student behavior, these may be transmitted more subtly. The terms 'teacher expectations' or 'self-fulfilling prophecy' may elicit a variety of reactions among you because there have been so many conflicting reports about this phenomenon. You'll remember that several years ago Rosenthal and Jacobson * randomly designated an average of five children per class as academic 'spurters.'

"The teachers were carefully given the names of the 'spurters;' the findings of the study indicated that if teachers expected intellectual blooming in specific children such gains would, in fact, result. Further, teachers described the randomly selected experimental children as being happier, more curious, more interesting and having a better chance for success in later life than control subjects.

"Since this pioneering study to uncover some of the teacher/pupil interactive dynamics, there have been numerous studies which attempt to replicate it with many conflicting conclusions. However, after a thorough summary of the research on teacher expectations, Braun indicates that philosophically and psychologically the phenomenon of teacher expectations must be considered seriously. *

"There is only limited data on the differential expectations teachers hold for their female and male students. In one study, junior high school teachers were asked to select adjectives that they felt would describe good male and good female students. * Here are their responses:

Adjectives Describing Good Female Students		Adjectives Describing Good Male Students	
appreciative	sensitive	active	energetic
calm	dependable	adventurous	enterprising
conscientious	efficient	aggressive	frank
cooperative	mature	assertive	independent
mannerly	thorough	curious	inventive
poised			

These columns reflect stereotypes in miniature of the female and male roles.

"In another study, Palardy investigated the effect of teachers' beliefs on pupils' achievement and concluded that if teachers believe that first grade boys will do as well in reading as girls then this, in fact, will happen. * Conversely, if teachers do not expect boys to do as well as girls then, in fact, their reading performance will be lower.

"Braun concludes, as a result of his analysis of teacher expectations research: 'Teachers need to be sensitized to the bias and stereotypes they hold and encouraged to examine these seriously in relation to their classroom behavior. After all, it is the 'teacher expectation of the pupil' and the vicious circle it triggers that will determine largely the child's self-image, and ultimately academic success or failure.' *

"Stereotypes teachers hold for their students on the basis of sex, race, class or ethnicity may be manifested not only in the interpersonal climate of the classroom but in the physical structure as well. Displayed materials, showing active boys and passive girls and showing women primarily or solely as homemakers and men engaged in a variety of occupations are continual visual reminders of limited options and alternatives."

Fragmentation/Isolation

"Fragmentation or separation on the basis of sex is another way that bias emerges in instructional management of the classroom. There are many ways that this segregation occurs. Teachers may establish procedures which delineate separate lining up procedures for female and male students. There may be various academic competitions set up with 'the boys against the girls.' There may be a single sex interest and work group established.

"Sometimes single sex interest work and play groups emerge as a phenomenon of peer rather than teacher selection. Then, bias may emerge not through teacher initiation but rather through teacher tolerance and acceptance. For example, in elementary school cases of the 'all boys club - no girls allowed,' teachers may shrug, smile and reflect on how the situation will change one day. However, these same teachers would in all likelihood find a situ-

ation of 'no Jews, no Italians, no Blacks allowed' abhorrent and would intervene to stop racial, ethnic or religious exclusion. Sex separation, whether actively initiated or passively tolerated by the teacher, encourages social and academic isolation of the sexes and denies equality of opportunity and experience.

"As with the previous forms of bias, fragmentation and isolation may also appear in the physical arrangement of the classroom. If visual materials are separated so that there is a single bulletin board of famous contemporary women (or Blacks or Jews or Italians), the message is being transmitted that this group is somehow separated from and tangential to the cultural mainstream.

Linguistic Bias

"The same forms of bias that characterize the language patterns in instructional materials may also be manifested in the teacher's verbal expression. If the teacher subsumes all people under the term 'mankind', refers to historical figures as our 'forefathers'; continually uses the pronoun 'he' to encompass both females and males, uses biased occupational terms; refers to adult males as 'men' and adult females as 'girls'; uses or accepts student usage of slang terms that reduce women to animal status (chick, bitch, biddy, etc.); then a sex-biased perception of reality is created for students in that classroom.

"Further, linguistic bias may be apparent in all forms of written communication in the classroom -- visual displays, letters to students and parents, classroom tests, journals, newspapers, etc. The result is that both verbal and written communication complement each other to reinforce sexist perceptions.

Imbalance/Selectivity

"Encouraging each student to reach her or his full potential is at the heart of the educational process. However, through inbalance in the nature of compensatory instruction and sex-biased selection of those in need of remediation, realization of goals is often denied.

"Before we discuss imbalance of emphasis in the nature of compensatory instruction in our schools, it is important to take a brief look at what we know about sex differences in intellectual abilities and achievement patterns.

"There are many considerations to keep in mind when discussing sex differences. For example, sex difference discussions focuses on average differences between males and females, and there is always a great deal of overlap between the sexes. Further, most of the research has been done on white middle class children and findings may not be generalized to other groups. Studies which result in findings of sex differences are more likely to get published than are findings of no differences (null findings). Consequently, this may result in the establishment of a research data base that magnifies and exaggerates differences that may exist between the sexes. Finally, it is inaccurate to assume that an ability or behavior that is determined to be a sex difference is innate. There must be further study to discover whether the difference is innate or learned.

"According to Jacklin, there appear to be two intellectual sex differences: verbal abilities and spatial visualization. * Starting at about the junior high school years, girls achieve higher average scores on tests of verbal ability while boys achieve higher average scores on tests of spatial visualization which measure the ability to mentally rotate objects on two and three dimensions. There is evidence that spatial abilities can be directly and quickly taught. There is also a good deal of discussion concerning the potential relationship of spatial visualization abilities to achievement in mathematics.

"We find a pattern in which boys have more problems in areas of reading and verbal ability. Girls are more likely to be at a disadvantage in areas related to spatial abilities, mathematics and science. It is now important to take a look at the selection and balance with which compensatory instruction is delivered in our schools.

"For years educators have been pondering 'why Johnny can't read', and the educational literature is filled with articles analyzing the problem and positive solutions. Further, when we consider the nature of the compensatory instruction offered by our school systems, we become aware

that a key emphasis in this special instruction is on reading and verbal skills--the main problem areas for boys. In fact, the population serviced by this special instruction is primarily male. According to Gillespie and Fink, one of the 'more interesting stable phenomenon in special education (is) that many more boys than girls are in need of special services.' *

"There are many possible explanations proffered as to why males appear to be in greater need of special instruction. However, increasing numbers of educators have begun to consider that there may be more males receiving special instruction because we have selected and emphasized that area of intellectual disadvantage which is most troublesome to male students.

"Only recently have educators begun to ponder 'why Anne can't do math' and 'why Sally has such a weak comprehension of even basic scientific principles.' Only recently have some educators begun to consider that spatial skills should be taught in our classrooms. And only recently have special programs emerged to help alleviate the particular problems that female students are more likely to have in the area of mathematics. This is particularly critical because so many female students avoid taking math courses, and math has become the 'critical filter' that denies females access to a wide array of occupations.

Unreality

"When teachers are asked whether they use different instructional procedures for their female and male students, they often express shock and denial. 'Of course not' is a typical response. 'I treat girls and boys in my classroom just the same.' However, when these same teachers are observed, differential instructional patterns are clearly observable.

"If teachers are to eliminate the sex bias that is reflected in instructional procedures, it is critical that they recognize the reality of this bias. They must become aware that it exists.

"Perhaps one of the reasons that it is difficult for us to recognize the reality of differential treatment in our

classrooms is that we may not have examined the reality of the changes in our lives. We know that one of the major changes in the lives of women has been their entry into the paid labor force. Nine out of ten female students in our classrooms today will find it necessary to work outside the home sometime in their lives. Yet we continue to present images to females and males that are not consistent with this reality. Until we help female and male students to understand the reality of what they can expect from their adult lives--that women and men will be sharing work in paid employment and at home--only then will we be meeting the needs of students we teach.

"When sex bias is reflected in the very nature of the instructional process, the potential outcome is the loss of self-affirmation and esteem, loss of academic and occupational potential, denial of equal opportunity and limitations set on our students' alternatives and options. Until teachers understand and act on the need to eliminate differences in the teaching of females and males, only then will we be able to implement Title IX fully and attain sex equity."

B. Questions and Answers (5 minutes)

After completing the lecture, the facilitator should allow approximately five minutes for answering any questions or making any necessary clarifications of the materials presented.

C. Individual Activity: Identifying Sex Bias in the Classroom (10 minutes)

The purpose of this individual activity is to provide the participants with an opportunity to develop their skills in identifying and correcting the various forms of bias in instructional practices in the classroom.

The participants will be asked to use an information sheet (Summary of the Forms of Sex Bias in the Classroom -- "Participant Information Sheet 2), which briefly describes and gives examples of the forms of sex bias in the classroom. This summary can be used as a reference for participants as they analyze the Case Examples which are found in

page 5

page 7

Participant Worksheet 3 -- Identifying Sex Bias in the Classroom.

The facilitator should introduce this activity with comments such as the following:

"During the past few minutes we have been reviewing the forms of bias that may be found in instructional procedures within the classroom. Knowing the categories of these forms of bias is an important first step in learning how to recognize these forms of bias in the classroom. The next step in our understanding of the forms of bias is knowing how to recognize them in classroom activity and how we might correct them.

page 5

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"If you will turn to Participant Information Sheet 2 entitled 'Summary of the Forms of Sex Bias in the Classroom', and Participant Worksheet 3 entitled 'Identifying Sex Bias in the Classroom', you will have an opportunity to assess your awareness of the forms of bias. Would you first read through the cases which you find in Worksheet 3. If you decide that the example is biased, then you should identify the forms of bias and the steps which could be taken to correct the form of bias which you identified. After you've had about ten minutes to work on the cases individually, you will have a chance to discuss your responses in a small group."

D. Small Group Discussions (10 minutes)

After approximately ten minutes, participants should be asked to form small groups of four to six per group. During the next ten minutes, they should be encouraged to share their responses, and the facilitator should move about the room to answer any questions or clarify any points which may be raised. The facilitator should also take notes as to the points which should be raised during the large group discussion.

E. Large Group Discussion (15 minutes)

After participants have had approximately ten minutes to discuss their responses to Participant Worksheet 3, the facilitator should reconvene the total group to process

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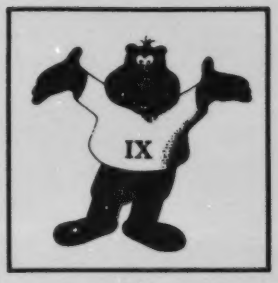
this activity. Answers to the various case examples should be discussed (participants should be referred to Appendix A, "Case Example Answer Sheet", in their workbooks). Participants should be encouraged to raise specific questions and issues which emerged in their small group activities. The facilitator should also raise issues that s/he noted during the small group sessions. In addition, the facilitator should discuss the following questions:

Which forms of sex bias in the classroom were easiest for you to identify?

Which forms of sex bias in the classroom were most difficult for you to identify?

Which forms of sex bias in the classroom are most difficult for you to correct?

Which other examples of the forms of sex bias in your classroom can you identify?



"The stereotyping in the example is explicit; however, when teachers hold biased expectations about student behavior, these may be transmitted more subtly. The terms 'teacher expectations' or 'self-fulfilling prophecy' may elicit a variety of reactions among you because there have been so many conflicting reports about this phenomenon. You'll remember that several years ago Rosenthal and Jacobson * randomly designated an average of five children per class as academic 'spurters.'

"The teachers were carefully given the names of the 'spurters;' the findings of the study indicated that if teachers expected intellectual blooming in specific children such gains would, in fact, result. Further, teachers described the randomly selected experimental children as being happier, more curious, more interesting and having a better chance for success in later life than control subjects.

"Since this pioneering study to uncover some of the teacher/pupil interactive dynamics, there have been numerous studies which attempt to replicate it with many conflicting conclusions. However, after a thorough summary of the research on teacher expectations, Braun indicates that philosophically and psychologically the phenomenon of teacher expectations must be considered seriously. *

"There is only limited data on the differential expectations teachers hold for their female and male students. In one study, junior high school teachers were asked to select adjectives that they felt would describe good male and good female students. * Here are their responses:

Adjectives Describing Good Female Students		Adjectives Describing Good Male Students	
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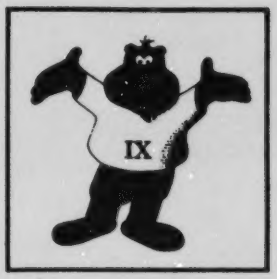
These columns reflect stereotypes in miniature of the female and male roles.



"In another study, Palardy investigated the effect of teachers' beliefs on pupils' achievement and concluded that if teachers believe that first grade boys will do as well in reading as girls then this, in fact, will happen. * Conversely, if teachers do not expect boys to do as well as girls then, in fact, their reading performance will be lower.

"Braun concludes, as a result of his analysis of teacher expectations research: 'Teachers need to be sensitized to the bias and stereotypes they hold and encouraged to examine these seriously in relation to their classroom behavior. After all, it is the 'teacher expectation of the pupil' and the vicious circle it triggers that will determine largely the child's self-image, and ultimately academic success or failure.' *

"Stereotypes teachers hold for their students on the basis of sex, race, class or ethnicity may be manifested not only in the interpersonal climate of the classroom but in the physical structure as well. Displayed materials, showing active boys and passive girls and showing women primarily or solely as homemakers and men engaged in a variety of occupations are continual visual reminders of limited options and alternatives."

Fragmentation/Isolation

"Fragmentation or separation on the basis of sex is another way that bias emerges in instructional management of the classroom. There are many ways that this segregation occurs. Teachers may establish procedures which delineate separate lining up procedures for female and male students. There may be various academic competitions set up with 'the boys against the girls.' There may be a single sex interest and work group established.

"Sometimes single sex interest work and play groups emerge as a phenomenon of peer rather than teacher selection. Then, bias may emerge not through teacher initiation but rather through teacher tolerance and acceptance. For example, in elementary school cases of the 'all boys club - no girls allowed,' teachers may shrug, smile and reflect on how the situation will change one day. However, these same teachers would in all likelihood find a situ-

ation of 'no Jews, no Italians, no Blacks allowed' abhorrent and would intervene to stop racial, ethnic or religious exclusion. Sex separation, whether actively initiated or passively tolerated by the teacher, encourages social and academic isolation of the sexes and denies equality of opportunity and experience.

"As with the previous forms of bias, fragmentation and isolation may also appear in the physical arrangement of the classroom. If visual materials are separated so that there is a single bulletin board of famous contemporary women (or Blacks or Jews or Italians), the message is being transmitted that this group is somehow separated from and tangential to the cultural mainstream.

Linguistic Bias

"The same forms of bias that characterize the language patterns in instructional materials may also be manifested in the teacher's verbal expression. If the teacher subsumes all people under the term 'mankind', refers to historical figures as our 'forefathers'; continually uses the pronoun 'he' to encompass both females and males, uses biased occupational terms; refers to adult males as 'men' and adult females as 'girls'; uses or accepts student usage of slang terms that reduce women to animal status (chick, bitch, biddy, etc.); then a sex-biased perception of reality is created for students in that classroom.

"Further, linguistic bias may be apparent in all forms of written communication in the classroom -- visual displays, letters to students and parents, classroom tests, journals, newspapers, etc. The result is that both verbal and written communication complement each other to reinforce sexist perceptions.

Imbalance/Selectivity

"Encouraging each student to reach her or his full potential is at the heart of the educational process. However, through inbalance in the nature of compensatory instruction and sex-biased selection of those in need of remediation, realization of goals is often denied.

"Before we discuss imbalance of emphasis in the nature of compensatory instruction in our schools, it is important to take a brief look at what we know about sex differences in intellectual abilities and achievement patterns.

"There are many considerations to keep in mind when discussing sex differences. For example, sex difference discussions focuses on average differences between males and females, and there is always a great deal of overlap between the sexes. Further, most of the research has been done on white middle class children and findings may not be generalized to other groups. Studies which result in findings of sex differences are more likely to get published than are findings of no differences (null findings). Consequently, this may result in the establishment of a research data base that magnifies and exaggerates differences that may exist between the sexes. Finally, it is inaccurate to assume that an ability or behavior that is determined to be a sex difference is innate. There must be further study to discover whether the difference is innate or learned.

"According to Jacklin, there appear to be two intellectual sex differences: verbal abilities and spatial visualization. * Starting at about the junior high school years, girls achieve higher average scores on tests of verbal ability while boys achieve higher average scores on tests of spatial visualization which measure the ability to mentally rotate objects on two and three dimensions. There is evidence that spatial abilities can be directly and quickly taught. There is also a good deal of discussion concerning the potential relationship of spatial visualization abilities to achievement in mathematics.

"We find a pattern in which boys have more problems in areas of reading and verbal ability. Girls are more likely to be at a disadvantage in areas related to spatial abilities, mathematics and science. It is now important to take a look at the selection and balance with which compensatory instruction is delivered in our schools.

"For years educators have been pondering 'why Johnny can't read', and the educational literature is filled with articles analyzing the problem and positive solutions. Further, when we consider the nature of the compensatory instruction offered by our school systems, we become aware

that a key emphasis in this special instruction is on reading and verbal skills--the main problem areas for boys. In fact, the population serviced by this special instruction is primarily male. According to Gillespie and Fink, one of the 'more interesting stable phenomenon in special education (is) that many more boys than girls are in need of special services.' *

"There are many possible explanations proffered as to why males appear to be in greater need of special instruction. However, increasing numbers of educators have begun to consider that there may be more males receiving special instruction because we have selected and emphasized that area of intellectual disadvantage which is most troublesome to male students.

"Only recently have educators begun to ponder 'why Anne can't do math' and 'why Sally has such a weak comprehension of even basic scientific principles.' Only recently have some educators begun to consider that spatial skills should be taught in our classrooms. And only recently have special programs emerged to help alleviate the particular problems that female students are more likely to have in the area of mathematics. This is particularly critical because so many female students avoid taking math courses, and math has become the 'critical filter' that denies females access to a wide array of occupations.

Unreality

"When teachers are asked whether they use different instructional procedures for their female and male students, they often express shock and denial. 'Of course not' is a typical response. 'I treat girls and boys in my classroom just the same.' However, when these same teachers are observed, differential instructional patterns are clearly observable.

"If teachers are to eliminate the sex bias that is reflected in instructional procedures, it is critical that they recognize the reality of this bias. They must become aware that it exists.

"Perhaps one of the reasons that it is difficult for us to recognize the reality of differential treatment in our

classrooms is that we may not have examined the reality of the changes in our lives. We know that one of the major changes in the lives of women has been their entry into the paid labor force. Nine out of ten female students in our classrooms today will find it necessary to work outside the home sometime in their lives. Yet we continue to present images to females and males that are not consistent with this reality. Until we help female and male students to understand the reality of what they can expect from their adult lives--that women and men will be sharing work in paid employment and at home--only then will we be meeting the needs of students we teach.

"When sex bias is reflected in the very nature of the instructional process, the potential outcome is the loss of self-affirmation and esteem, loss of academic and occupational potential, denial of equal opportunity and limitations set on our students' alternatives and options. Until teachers understand and act on the need to eliminate differences in the teaching of females and males, only then will we be able to implement Title IX fully and attain sex equity."

B. Questions and Answers (5 minutes)

After completing the lecture, the facilitator should allow approximately five minutes for answering any questions or making any necessary clarifications of the materials presented.

C. Individual Activity: Identifying Sex Bias in the Classroom (10 minutes)

The purpose of this individual activity is to provide the participants with an opportunity to develop their skills in identifying and correcting the various forms of bias in instructional practices in the classroom.

The participants will be asked to use an information sheet (Summary of the Forms of Sex Bias in the Classroom -- "Participant Information Sheet 2), which briefly describes and gives examples of the forms of sex bias in the classroom. This summary can be used as a reference for participants as they analyze the Case Examples which are found in

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Participant Worksheet 3 -- Identifying Sex Bias in the Classroom.

The facilitator should introduce this activity with comments such as the following:

"During the past few minutes we have been reviewing the forms of bias that may be found in instructional procedures within the classroom. Knowing the categories of these forms of bias is an important first step in learning how to recognize these forms of bias in the classroom. The next step in our understanding of the forms of bias is knowing how to recognize them in classroom activity and how we might correct them.

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"If you will turn to Participant Information Sheet 2 entitled 'Summary of the Forms of Sex Bias in the Classroom', and Participant Worksheet 3 entitled 'Identifying Sex Bias in the Classroom', you will have an opportunity to assess your awareness of the forms of bias. Would you first read through the cases which you find in Worksheet 3. If you decide that the example is biased, then you should identify the forms of bias and the steps which could be taken to correct the form of bias which you identified. After you've had about ten minutes to work on the cases individually, you will have a chance to discuss your responses in a small group."

D. Small Group Discussions (10 minutes)

After approximately ten minutes, participants should be asked to form small groups of four to six per group. During the next ten minutes, they should be encouraged to share their responses, and the facilitator should move about the room to answer any questions or clarify any points which may be raised. The facilitator should also take notes as to the points which should be raised during the large group discussion.

E. Large Group Discussion (15 minutes)

After participants have had approximately ten minutes to discuss their responses to Participant Worksheet 3, the facilitator should reconvene the total group to process

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this activity. Answers to the various case examples should be discussed (participants should be referred to Appendix A, "Case Example Answer Sheet", in their workbooks). Participants should be encouraged to raise specific questions and issues which emerged in their small group activities. The facilitator should also raise issues that s/he noted during the small group sessions. In addition, the facilitator should discuss the following questions:

Which forms of sex bias in the classroom were easiest for you to identify?

Which forms of sex bias in the classroom were most difficult for you to identify?

Which forms of sex bias in the classroom are most difficult for you to correct?

Which other examples of the forms of sex bias in your classroom can you identify?

Participant Information Sheet 2

page 5

SUMMARY OF THE FORMS OF SEX BIAS IN THE CLASSROOM

1. Invisibility

   Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

   Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

   By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as a divisive influence and detracts from the goal of sexual equality. When represented in the physical environment of the classroom, on bulletin boards and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality

In spite of the many sources of sex bias in the classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of sex bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

Participant Worksheet 3

page 7

IDENTIFYING SEX BIAS IN THE CLASSROOM

After reviewing the "Summary of the Forms of Sex Bias in the Classroom" (Participant Information Sheet 2), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in a case study, just write down "no" and go on to the next case. If you do detect bias, write down the form of bias, and indicate how the bias might be corrected.

1. Principal: (describing the elementary curriculum to a group of parents on visiting day)

   "So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

2. Teacher comments made during a 5th grade social studies lesson:

   "Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

   "Pete and Al, cut out the horsing around and get going on your reading assignment."

   "Wanda, I want you to know how pleased I am with the way you're behaving today."

   "That does it, Pete. It's after school for you."

   "Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

3. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

4. Topics listed on an elementary school bulletin board:

HEADLINES THE ECONOMY POLITICS

HOMEWORK ASSIGNMENTS TEN GREAT WOMEN

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

5. "Okay, class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books? "

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex-fair environment."

   "Today the children in Ms. Jones' class are working with paper cutouts. As each girl finishes her work and comes up to her desk Ms. Jones automatically staples the cut outs together. As each boy completes the paper cut outs, Ms. Jones routinely points to the stapler and says, 'Just staple them all together at the corner.'"

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

10. "The school standards on decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

    Is there sex bias in this situation?_____

    If so, what form?_____

    How could the bias be corrected?

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up

after class. 'Take it easy, Sally. I know you're upset, but things will work out; and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

12. "The results on the standardized mathematics achievement test were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthau will tell about his job as a small independent businessman."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least and, hopefully, do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

ACTIVITY

3

THE TEACHER, TITLE IX AND SEX EQUITY

Activity Agenda:

A. Lecture--The Teacher, Title IX and Sex Equity (10 minutes)
B. Individual Activity: Recognizing Sexist and Nonsexist Practices and Behaviors (10 minutes)
C. Small Group Discussions (10 minutes)
D. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with a framework for understanding the requirements of the Title IX regulation as applied to the classroom situation

To provide participants with a method of identifying various forms of sexist and nonsexist behaviors

Materials Needed:

For participant use:

Recognizing Sexist and Nonsexist Practices and Behaviors -- (Participant Worksheet 4)

Recognizing and Identifying Sexist and Nonsexist Practices and Behaviors Answer Sheet -- (Appendix B)

For facilitator use:

Chart listing the categories of sexist and nonsexist behaviors:

(D) Sex-Discriminatory behavior -- any behavior which is a violation of the Title IX regulation

(B) Sex-Biased behavior -- any behavior which reflects stereotyped expectations, assumptions or behaviors, but is not specifically prohibited by Title IX regulation

Nonsexist behaviors:

(F) Sex-Fair behaviors -- those behaviors which attempt to treat females and males equally or exactly alike. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance.

(A) Sex-Affirmative behaviors -- those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts.

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant materials

Preview the suggested lecture and adapt it to fit and to accommodate unique group needs and facilitator(s) style(s)

Prepare chart as described in "Materials Needed" section

PROCEDURE

A. Lecture -- The Teacher, Title IX and Sex Equity (10 minutes)

The purpose of this activity is to provide participants with a framework for understanding the various forms of sexist and nonsexist behaviors which may be manifested in schools. This is carried out through the provision of a lecture on the types of sexist and nonsexist behaviors and the use of a related worksheet which provides an opportunity for participants to assess their recognition skills.

Suggested Lecture:

"During the last activity we spent a considerable amount of time identifying the various forms of bias that may be found in the classroom. This outline of the forms of bias provides us with a useful method of identifying and recognizing behaviors in the classroom which may be sexist.

"Let's move our understanding of biased behavior beyond the recognition of bias to an understanding of behaviors which are also illegal. As teachers working in schools we have the responsibility of understanding the legal requirements for nondiscrimination and the ways that sexist and nonsexist behaviors are considered within the context of the Title IX regulation. During this session we're going to concentrate on understanding the nature of our legal responsibilities, as well as our educational responsibilities.

"The Title IX regulation is made up of four basic sections: procedural requirements which the school system must implement; prohibitions of differential treatment of admissions on the basis of sex; prohibitions of differential treatment of students on the basis of sex; and prohibitions of differential employment practices on the basis of sex. The section of the regulation which is most relevant to your teaching role is the section which outlines prohibitions relating to the treatment of students; and the section which is most relevant to your roles as an employee of a school district is the section on prohibitions in differential employment practices.

"The primary intent of Title IX is to ensure that no policy, program or practice of an education agency is discriminatory on the basis of sex. The law protects the students and employees from discrimination on the basis of sex in education programs and activities which receive Federal funds. It is important to understand that simple nondiscrimination may not be sufficient to combat sex stereotypes which are deeply ingrained in our culture. If we are to move beyond discrimination, we must understand not only the ways that we may discriminate on the basis of sex, but also the behaviors which can overcome sex stereotyping and sex bias.

"One of the ways that we can distinguish among the various types of behaviors which are appropriate for various situations is to begin to categorize sexist and nonsexist behaviors. (Display and refer to the chart.)

"Another category of sexist behavior is composed of those behaviors which reflect stereotyped or biased assumptions or behaviors, but which are not clearly covered by the Title IX regulation. Single statements such as 'Married women shouldn't work' reflect bias, but until it can be demonstrated that the statement results in differential treatment of females and males, it would probably not be covered by the Title IX regulation. Another example of biased activities or messages is found in the images provided in textbooks and instructional materials. Since textbooks and instructional materials are not covered under the Title IX regulation, their use would not be discriminatory but they would provide a clear example of sex bias in the classroom. (It is important to note when state laws may prohibit the use of biased or stereotyped textbooks and instructional materials.)

"If we consider nonsexist behaviors, we can also identify two categories. Sex-fair behaviors are those which treat females and males in identical or comparable ways. Giving female and male students the same types of assignments, evaluating female and male students using the same standards and apply the same rules to female and male students would be examples of sex-fair behaviors.

"Sex-affirmative behaviors are those which go beyond sex fairness and attempt to overcome the effects of past sex bias and discrimination for the affected sex. For example,

providing special programs for increasing reading skills (which are likely to benefit greater numbers of males than females) and special programs for increasing mathematical skills (which are likely to benefit greater numbers of females); recruiting students into nontraditional vocational courses; counseling students on ways which make them aware of their own stereotypes would all be sex-affirmative actions designed to overcome the effect of past discrimination and bias.

"Similarly, these categories may be applied to a consideration of the employment practices of a district. Examples of sex discriminatory practices would be differential payment of employees on the basis of sex, differential assignment of tasks on the basis of sex or differential fringe benefits on the basis of sex. Examples of sex-biased behaviors would be administrators reinforcing male staff by dropping in on their classes, praising their performance, encouraging them to think about administrative jobs, etc., without displaying similar behaviors toward female staff members.

"Sex-fair behaviors would provide equal treatment and consideration for females and males applying for jobs, equal pay for equal jobs, and reinforcement on the basis of staff performance rather than on the basis of sex. Sex-affirmative behaviors would include programs such as administrative internships which would encourage women to prepare for administrative jobs, provision of management training for staff who are interested in administration, recruitment of male teachers for early childhood and elementary teaching positions, etc.

"There is no index or catalog of sexist and nonsexist behaviors. That's why it's essential that teachers and other staff members learn to distinguish between what is prohibited by Title IX, what is sex-biased, what is sex-fair and what is sex-affirmative. With this skill any teacher can then assess the degree to which nondiscrimination on the basis of sex and programs for sex equity are being implemented in the classroom and the school."

B. Individual Activity: Recognizing Sexist and Nonsexist Behaviors (10 minutes)

The facilitator should ask participants to turn to Participant Worksheet 4 entitled "Recognizing Sexist and Nonsexist Practices and Behaviors". Participants should be asked to read through each of the items provided and determine how it should be categorized within the four categories of sexist and nonsexist behavior.

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The facilitator should be available to answer any questions or make any necessary clarifications of points which may be raised by participants.

C. Small Group Discussions (10 minutes)

After participants have had approximately ten minutes to categorize the items given on the worksheets, the facilitator should ask the participants to form groups of four. When they have formed the groups they should compare their responses and discuss any questions which may be raised.

D. Large Group Discussion (10 minutes)

When participants have completed the small group discussions, the facilitator should reconvene the total group and discuss questions such as:

Which behaviors were easiest to categorize? Why?

Which behaviors were most difficult to categorize? Why?

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The facilitator should provide participants with the "correct" answers and refer them to Appendix B in their workbooks, "Recognizing and Identifying Sexist and Nonsexist Practices and Behaviors Answer Sheet".

If the participants seem to have had difficulty categorizing the behaviors, the facilitator may wish to review the distinctions and provide additional examples.

Then s/he might ask the group to suggest examples of behaviors which would be classified in each of the categories.

As soon as it appears that the majority of the participants understand the terms, the facilitator should move on to the next activity.

Participant Worksheet 4

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RECOGNIZING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS

Directions: Listed below are a number of behaviors/practices related to classroom management and/or curriculum which have implications for equal educational opportunities for female and male students. Read each item and determine where it would fall according to the following categories:

Sexist

D - Sex-Discriminatory practice/behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-Biased practice/behavior - reflects a bias or stereotype but is not a violation of Title IX or any other Federal nondiscrimination laws

Nonsexist

F - Sex-Fair practice/behavior - treats both sexes in equal or similar ways

A - Sex-Affirmative practice/behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the items and label them by placing the appropriate letter in each blank.

____ 1. Not allowing females to use certain items of classroom machinery

____ 2. Praising females for their appearance; praising males for their academic achievements

____ 3. Requiring both males and females to wear uniforms which are similar in style and price

____ 4. Encouraging students to ensure that during club elections both females and males are considered for leadership positions and to evaluate the assumptions reflected in electing males as presidents and females as secretaries

____ 5. Presenting a list of possible projects in home economics which would appeal to both males and females and allowing students to select that which interests them most

___ 6. Suspending males for fighting; reprimanding females for the same behavior

___ 7. Participating in/developing inservice training for teachers on techniques for eliminating sex bias and discrimination in the classroom

___ 8. Not allowing females to enroll in certain vocational courses without written guarantee from an employer that they will be hired pending successful completion of the program; making no similar requirement for males

___ 9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional

___ 10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses

___ 11. Maintaining eye contact with members of one sex more than the other

___ 12. Allowing girls, but not boys, to cry in the classroom

ACTIVITY

4

NONBIASED AND AFFIRMATIVE TEACHING

Activity Agenda:

A. Introductory Comments (5 minutes)
B. Paired Interviews: Assessing Sex Bias in Classroom Management (15 minutes)
C. Large Group Discussion (10 minutes)
D. Individual Activity: Identifying Action Steps (15 minutes)
E. Summary Comments (10 minutes)

Purposes of the Activity:

To provide participants with a framework for assessing sex bias in classroom activities

To assist participants in the development of action steps which they may take to ensure nonbiased and affirmative teaching in their classrooms

Materials Needed:

For participant use:

Assessing Sex Bias in the Classroom (Participant Worksheet 5)

Steps I Need to Take to Ensure Sex Equity in My Classroom (Participant Worksheet 6)

For facilitator use:

None

Facilitator Preparation Required:

Thoroughly review the total session outline and participant materials

Review suggested comments and adapt them to accommodate unique group needs or facilitator(s) style(s)

PROCEDURE

A. Introductory Comments (5 minutes)

The purpose of this activity is to provide participants with a structure for examining possible bias which may be found in the management of their classrooms.

Suggested Comments

"Thus far in this session we have considered forms of bias which may be found in our classrooms and a method for categorizing sexist and nonsexist behaviors. As teachers delivering services to students, we have a legal responsibility for ensuring that our classrooms are free from discriminatory programs and practices.

"We must also be aware of our responsibilities as educators. As educators, it is our responsibility to respond to the needs of all students who are in our classrooms and to make every effort possible to eliminate those forms of sex bias which may be evident in the management of our classrooms. As we discussed earlier, we are not always aware of the ways which we may be demonstrating bias in the management of our classrooms. If we are to ensure that we have eliminated bias in our classrooms, it will be necessary to make a deliberate effort to examine our own behavior.

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"Would you please take out Participant Worksheet 5 entitled 'Assessing Sex Bias in the Classroom'. You will find questions concerning the ways you manage various aspects of the cognitive/affective environment and the physical environment of your classroom.

B. Paired Interviews: Assessing Sex Bias in the Classroom (15 minutes)

"Would you please pair up with a person near you and spend about fifteen minutes interviewing each other as you complete your worksheets. Each of you will be completing your own worksheet, but we hope that you will help each other to really think about the degree to which bias may be found in your classroom. You can assist each other by raising questions and trying to identify possible instances when bias may emerge in the management of classroom activities."

The facilitator should provide about fifteen minutes for the paired discussions. S/he should be available for answering questions or clarifying any points which may be raised.

C. Large Group Discussion (10 minutes)

When the pairs of participants have had about fifteen minutes to discuss Participant Worksheet 5, the facilitator should reconvene the total group and conduct the discussion. Questions which could be used for discussion include:

> Which behaviors do you think are most likely to reflect sex bias?
>
> If you have considered the fact that you may be treating females and males differently in the classroom, why do you think this is the case (e.g., personal attitudes, behaviors done without analyzing them, etc.)?
>
> What types of things can you do to obtain further information about the ways that others (students or colleagues) may see your behavior in the classroom?

The facilitator may wish to summarize the activity with comments such as the following:

"Becoming aware of sex bias in the management of our classrooms is the first step for attaining sex equity. This will not happen, however, unless we follow-up and take the next actions which can lead to the attainment of equity.

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"Now that you've had an opportunity to identify the forms of bias which may be found in the classroom, we're going to ask you to take a few minutes to identify the things you need to do. Would you take out Participant Worksheet 6 entitled 'Steps I Need to Take to Ensure Sex Equity in My Classroom' and answer the questions on the Worksheet. These will provide you with a reminder of things you may need to do when you return to your classrooms."

D. Individual Activity: Identifying Action Steps (15 minutes)

After the participants have had about ten minutes to complete the worksheet the facilitator should have participants indicate some of the action steps they plan to take when they return to their classrooms. This sharing of ideas should provide an opportunity for participants to hear some of the other participants' reasons and should not be rushed. Participants need to note several concrete behaviors they will implement upon return to the classroom.

E. Summary Comments (10 minutes)

The purpose of the summary comments is to provide participants with a sense of closure on the role of the teacher as classroom manager and to set the stage for the activities dealing with sex bias in instructional materials. This may be implemented by providing comments such as the following:

"The initial activities for Instructional Personnel have focused on the role of the teacher as classroom manager and the forms of bias which may be evident within the management of the classroom. We have reviewed the forms of bias and identified various action steps which we can take to combat such bias. If Title IX is to have meaning for the delivery of services to students, it will require the best efforts of teachers to ensure equity in the management of classrooms.

"We will now move to the consideration of another critical role of the classroom teacher--that of curriculum manager. We will be reviewing the issue of bias in textbooks and instructional materials. Many of the principles we've outlined during this session will be evident in dealing with instructional materials. In addition, we will be examining many of the parallel forms of sex bias and racial-ethnic bias; and the strategies which may be used for dealing with such bias in the classroom."

The facilitator should handle any questions which participants may have and make any necessary clarifications.

Participant Worksheet 5

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ASSESSING SEX BIAS IN THE CLASSROOM

Directions: In order to make sure we're providing sex equity for students, we need to examine the kinds of interactions we have with students and the kinds of techniques and procedures we use for managing classrooms. Only with such examination can we be sure that we're providing a nonsexist learning environment.

Listed below are specific teacher behaviors which fall under two major categories: the cognitive/affective classroom environment and the physical classroom environment. These are further subdivided into more specific groupings such as treatment of students and classroom groups. Please consider each one in terms of what you do in your classroom and check the appropriate column.

THE COGNITIVE/AFFECTIVE CLASSROOM ENVIRONMENT

Verbal Interaction

Do you interact with females and males similarly with regard to:

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
1. The frequency with which you call on them			
2. The frequency with which you praise them			
3. The kinds of behaviors for which you praise them			
4. The kinds of behaviors for which you punish them			
5. The kinds of disciplinary measures you use			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
Use of Language			
Is your language free of sex bias with regard to:			
6. Use of masculine terminology to refer to all people			
7. Use or acceptance of derogatory terminology to refer to members of one sex			
8. Word order which consistently places males first (he or she, boys and girls, men and women)			
Nonverbal Interaction			
Do you interact with females and males similarly with regard to:			
9. Maintaining eye contact with them			
10. Maintaining close proximity with them			
11. Smiling (or other positive nonverbal behavior) at them			
Treatment of Students			
Do you treat females and males similarly with regard to:			
12. Standards for dress and appearance			
13. The application of classroom rules and privileges			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
Behavioral Expectations Set for Students Do you hold similar expectations for females and males with regard to: 14. Attitudes, abilities, career goals, work assignments (audio-visual aids, messengers)			
15. The level and nature of emotional expression that is considered appropriate for the classroom			
Evaluation Are the standards set for male and female students similar with regard to: 16. Expected levels of academic performance (criteria used for evaluation)			
Provisions of Compensatory Instruction Do you provide for male and female students in compensatory instruction in regard to: 17. The frequency with which compensatory instruction is provided			
18. The nature of compensatory instruction that is provided			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
THE PHYSICAL CLASSROOM ENVIRONMENT			
Visual Displays			
Do you arrange all visual display material to avoid bias with regard to:			
19. The frequency with which females and males are depicted			
20. Sex stereotyping in behaviors, roles and occupations			
21. Fragmentation and isolation in the presentation of material about women			
Written Communication			
Are all written communications free of linguistic bias in terms of:			
22. Use of masculine terminology to refer to all people			
23. Use or acceptance of derogatory terminology to refer to members of one sex			
24. Word order which constantly places males first			

Classroom Groupings

Do you make sure that the following are not designated on the basis of sex?

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
25. Seat assignments or work groupings			
26. The lining up of students for entering or leaving the classroom			
27. Play groups for recreational and social activities			

Participant Worksheet 6

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STEPS I NEED TO TAKE TO ENSURE SEX EQUITY IN MY CLASSROOM

After thinking about the forms of bias which may be evident in the management of your classroom, please answer the following questions. Refer to completed Participant Worksheet 5 as necessary.

1. In which areas am I most likely to treat female students and male students differently?

2. What things do I need to keep in mind to make sure that my behavior is nonsexist?

3. How could I obtain additional information about the ways I interact with female and male students?

4. The things I can do to improve my equal treatment of male and female students when I return to my classroom are:

ACTIVITY

5

THE ORIGINS OF BIAS: OUR PERCEPTUAL FRAME WORK

Activity Agenda:

A. Introductory Comments (15 minutes)
B. Small Group Activity: Examining Our Perceptions (10 minutes)
C. Large Group Discussion (15 minutes)

Purposes of the Activity:

To provide participants with an opportunity to examine similarities and differences of our perceptions of situations

To provide participants with an overview of the origins of bias which are found in our perceptual framework

To provide participants with an overview of the activities for identifying and overcoming sex bias in instructional materials

To provide participants with an overview of the role of the teacher as curriculum manager

Materials Needed:

For participant use:

Stimulus pictures for use in small group sessions (one picture for every four participants)

For facilitator use:

Chart of questions to be considered in the activity:

Questions for Considering Stimulus Pictures

Using your imagination, describe the situation which you think might be reflected in your picture. What is happening?

Select one person in the picture and describe what you think that person is feeling at the moment of the picture.

Suppose that this were a movie rather than a still picture. Describe what you think might happen in the next frame(s).

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant materials

Secure stimulus pictures (from magazines, photographs, etc.) which include more than one person and which suggest a scene where feelings are being expressed

Prepare chart as described in the "Materials Needed" section

PROCEDURE

A. Introductory Comments (15 minutes)

"The focus of our initial activities was on the role of the teacher as classroom manager. We identified some of the ways which bias may be manifested in our interactions with students, in the physical environment provided in the classroom and in our management of classroom activities. We reviewed the implications of Title IX requirements for these behaviors and the need to move beyond the elimination of discrimination to the provision of affirmative activities which can overcome the effects of sex bias and sex stereotyping.

"We will now move to consideration of another role of the teacher--that of curriculum manager--and the implications of that role as it pertains to sex bias.

"Sex bias and discrimination in textbooks is exempted from coverage under the Title IX regulation because the Department of Health, Education, and Welfare feared the potential conflict of such coverage with First Amendment guarantees of freedom of expression. The importance of such bias in limiting equity for students was acknowledged, however, by the Secretary of Health, Education, and Welfare in a statement issued upon release of the proposed regulation to implement Title IX, which read:

> 'The Department recognizes that sex stereotyping in curricula is a serious matter...the Department assumes that (schools) will deal with this problem in the exercise of their general authority and control over curricula and course content.'

"Teachers can play the critical role in the overcoming of such bias. This role will be the focus of this session. Because the issues of race and sex bias in textbooks are similarly manifest and may be dealt with by similar strategies, both of these forms of bias will be considered in session activities.

"We will be examining the origins of bias, reviewing research on the nature and extent of bias in textbooks and its possible effects, spending some time doing a content analysis of instructional materials, identifying strategies for overcoming bias in instructional materials, identifying action steps for change in our classrooms and reviewing

other roles of the teacher as they pertain to implementation of Title IX and the attainment of sex equity."

The participants in most workshop groups will represent varying degrees of awareness of the forms and manifestations of bias in instructional materials, varying emotional reactions to the issue involved (ranging from commitment to change, to denial, to guilt or hostility) and varying levels of personal activity related to the problem. For this reason, it is desirable to continue the session with an activity which may help to define the issue of bias in a relatively nonthreatening way, to establish a common frame of reference for considering the information and activities to follow and to provide a climate for participant involvement and group sharing during the session.

Comments might include some variation of the following:

"We will be focusing on the issues of racial, ethnic and sex bias in instructional materials. Before we begin to explore the specific issues involved, it will be useful to spend a few minutes considering one of the words or concepts we will be using throughout the session: The concepts of bias. Many of us here feel that bias is a negative or accusatory word. It is important to remember, however, that although some bias may have negative effects on our own lives or those of others, a bias is essentially a way that all persons have of organizing their world and the information and activity around them.

"Because it is impossible for any individual to absorb and deal with all the stimuli surrounding her or him, individuals learn to emphasize or pick out certain stimuli and to de-emphasize or ignore others. What each of us learns to emphasize or ignore is the result of our own experiences and the rewards and values of the people or institutions around us. It is in this way that we learn a perceptual framework or a set of bias which we use to organize and interact with the world around us.

"Each of us brings our own perceptual framework or bias to any experience. For the next few minutes we will explore our own perceptual framework or bias."

B. Small Group Activity: Examining Our Perceptions (10 minutes)

The facilitator should ask the participants to form small groups of four persons each, distribute the stimulus pictures which have been prepared so that each group receives one picture, and display the chart which has been prepared on overhead transparency or newsprint which gives the following instructions:

1. Using your imagination, describe the situation which you think might be reflected in your picture. What is happening?

2. Select one person in the picture and describe what you think that person is feeling at the moment of the photograph.

3. Suppose that this were a movie rather than a still picture. Describe what you think might happen in the next frame(s).

The facilitator should review these questions with the participants and ask participants to spend a few minutes writing responses to these questions individually.

Individual responses should then be shared in the small group to compare similarities and differences in individual answers.

C. Large Group Discussion (15 minutes)

After participants have had an opportunity to discuss their responses in their small groups, the facilitator should ask them to share their observations with the total group. This may be done through general questions such as:

How many of you found your responses very similar to those of other members of your group?

How many of you found your responses very different from those of other members of your group?

What kinds of similarities and differences were evident? What are some examples?

In most groups, participants volunteer that each of them made very different responses, responses which reflected their own experiences, bias or stereotypes. In many groups, participants may also comment that they noticed that each person was inclined to defend strongly her/his own responses to the questions, even though all of them began from the same relatively neutral stimulus photograph.

The facilitator should conclude the activity, making sure that the following points have been made:

The kinds of responses or interpretations possible to any single picture, situation or piece of information are as numerous as the number of people examining it.

The responses that each of us makes to any information or situation reflect our own experiences or expectations. They reflect a perceptual framework or bias.

Similarities or differences in our perceptual frameworks or bias and those of others often reflect similarities or differences in our experiences and theirs.

In our small groups, the picture activity focused on individual bias. In considering other session activities, it is important to keep in mind that a bias may be either individual or institutionalized. In discussing bias in instructional materials, we will be considering both individual bias of writers, teachers, and students and the way in which bias are institutionalized in our schools and our instructional materials.

The way any one of us reacts to the bias institutionalized in our schools and instructional materials will be based upon the similarities or differences of these bias with our own. Our schools and instructional materials reflect certain bias, shape certain bias in our students and through their bias may function to deny opportunity or provide reinforcement to individuals or groups of individuals.

ACTIVITY

6

INSTITUTIONALIZED BIAS IN EDUCATION AND INSTRUCTIONAL MATERIALS

Activity Agenda:

A. Lecture -- Institutionalized Bias in Education and Instructional Materials (20 minutes)
B. Questions and Answers (5 minutes)

Purposes of the Activity:

To provide participants with an overview of the general bias of our educational system

To provide participants with an overview of the research which documents bias in textbooks and instructional materials

To provide participants with a frame of reference for identifying and classifying various forms of bias

Materials Needed:

For participant use:

Summary of the Forms of Bias in Instructional Materials (Appendix C)

For facilitator use:

Chart on Forms of Bias:

Exclusion/Invisibility
Stereotyping
Imbalance/Selectivity
Unreality
Fragmentation/Isolation
Linguistic Bias

Facilitator Preparation Required:

Thoroughly review this total session and all participant materials

Read suggested lecture and adapt comments to accommodate unique group needs and facilitator(s) style(s)

Prepare chart (on acetate transparency or newsprint) of the forms of bias in instructional materials or use already prepared chart from Activity 2.

PROCEDURE

A. Lecture -- Institutionalized Bias in Education and Instructional Materials (20 minutes)

The purpose of this activity is to provide participants with a general background statement and framework for understanding the institutionalization of bias in education and instructional materials, the documentation of such bias in textbooks and instructional materials, and the various forms of bias which may be found in instructional materials. This framework provides the format for the activities that follow. The suggested lecture provided below is organized in three major sections: Education and Bias; Bias in Instructional Materials (an overview of basic issues and specific research); and Bias in Instructional Materials: Its Possible Effects. This should be adapted to the needs of the group and the style of the facilitator.

Suggested Lecture:

Education and Bias:

"Education in the United States, as in any society, is responsible for the transmission to individuals of the skills and knowledge which society values and considers 1) necessary to survival of those individuals and 2) necessary to the survival and maintenance of the society. In fulfilling these responsibilities, education functions to institutionalize and to transmit the dominant bias or perceptual frameworks of our society.

"In order to understand this institutionalization and transmission of bias by our education system and to evaluate its effects, it is valuable to consider education in the United States in terms of its stated goals, or manifest functions and its actual outcomes or latent functions. Although public education was established in the American colonies in order to educate citizens for full participation in a democratic society, it is important to remember that the only citizens originally entitled to public education and political participation were white males; and in many cases, white male children of property owners. For many years, females and non-whites were actually prohibited by law from attending public schools.

"Thus, although the stated goals of American education were the ensurance of democratic functioning, its latent function was to restrict access to participatory democracy to a selected segment of the population, as was consistent with the bias of that time. In more subtle ways, today's schools, while professing and largely believing in the goal of providing equal opportunities to all students, actually perpetuate a hidden curriculum or set of bias which reflect the values, assumptions, and goals of the dominant culture in American society (generally white, Anglo-Saxon, Protestant and male) and neglects those of the other cultures or groups in the society. Through their curricula and their authority structure, our public schools tend to perpetuate the status quo and reinforce existing stratifications of access and benefits according to race, ethnicity, social class and sex.

"In a country which has traditionally valued its educational institutions as providers of equal opportunity, such an analysis is often difficult to accept. It may be more understandable, however, when we consider the paradoxical demands made upon education systems in a rapidly changing society. Education is expected to conserve and to maintain social stability by transmitting the knowledge, skills and experience of the past to the generation of the present. It is also expected to anticipate and to provide the current generation with the knowledge and skills which they will need in the society of the future. By transmitting the bias, values, assumptions, expectations and structures of the past, education maintains a basic continuity necessary in any society. By so doing, however, it also perpetuates existing inequities and discrimination. If education is to ensure the effective functioning of individuals and future society, it must then recognize current changes and anticipate their future implications for all groups of citizens.

"One of the major reflectors of the bias transmitted by our education system is the instructional materials which play a major role in almost every classroom. In reviewing the content of elementary reading texts, Zimet found that while they serve as instruments of instruction in reading skills, the texts also serve to convey information about behavior patterns and cultural expectations, values related to economic development, social values, occupational and economic realities and sex role models. These economic,

social and cultural values or bias are embedded in texts which, with their aura of authority, serve to select and frame a student's range of experiences and reality.

"In examining the specific bias or assumptions related to race, ethnicity and sex roles which are transmitted in our instructional materials, it is useful to consider whether these bias function to conserve society as it exists now or has existed in the past, or whether they help individuals and our society to recognize current changes, to anticipate future needs and to overcome past discrimination and provide equal opportunities for all students.

Bias in Instructional Materials:

"Documentation of the existence of racial, ethnic, religious and sex role bias in U.S. textbooks appeared as early as the 1940's. It increased in the 1960's and early 1970's as Black Americans first and later other racial-ethnic groups and women intensified their pressure for greater educational and social equity, and it continues through the present.

"The specific manifestations and forms of bias which have been identified vary according to such factors as: the group concerned (e.g., Black Americans, Asian Americans, Mexican Americans, women), subject area investigated (e.g., reading, social studies, science), time of investigation (although there are perhaps not as many differences over time as might be expected) and particular methods or criteria used in analysis. In the next few minutes we will review some of the findings of the major studies of textbook bias which summarize the differences and the similarities of various investigations.

"A review of these studies suggests, however, that regardless of the specific group concerned or the subject matter involved, there are six basic forms of bias which may be identified in textbooks and instructional materials. These are analogous to the forms of bias which we discussed during the session with respect to our management of the classroom. Let's see how these would apply to bias in textbooks."

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The facilitator should ask participants to turn to Appendix C in their workbooks and to the chart which appears on acetate transparency or newsprint.

1. Exclusion and Invisibility

"Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in the text and/or illustrations of instructional materials. Most of us are aware that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed render Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans and Asian Americans continue to be absent from most textbooks, both in terms of current status and positions. Many studies indicate that women, who constitute 51 percent of the U.S. population, represent only approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas.

In one study, 134 elementary readers representing 14 major publishers were analyzed and the following ratios were revealed: *

Boy-centered stories to girl-centered stories	5:2
Adult male main characters to adult female main characters	3:1
Male biographies to female biographies	6:1
Male animal stories to female animal stories	6:1
Male folk or fantasy stories to female folk or fantasy stories	4:1

"Although the studies of elementary readers have been rather comprehensive it is not only the reading texts which have generally ignored women. The typical United States history textbooks for high school students manage to include about one page concerning women, buried somewhere within the 500 to 800 pages of text. Science texts rarely ever mention female scientists, with the singular exception of Madame Curie. Students could study math

texts from kindergarten through high school without ever learning about the accomplishments of Emmy Moehler or other female mathematicians.

"Not only does the content of textbooks tend to exclude or minimize the role of females, but this message is reinforced by illustrations. Weitzman and Rizzo * studied illustrations in the most widely used textbooks being used in the field of science, math, reading, spelling and social studies between 1967 and 1972. Females comprised only 31 percent of the total illustrations, and as the grade level increased, representations of females decreased. Moreover, minority women suffered particular exclusion, for they were pictured only half as many times as minority men.

"The result of the exclusion and invisibility of groups is to provide all students with an inaccurate view of the composition of the world in which they live. The message provided all students is that the excluded group or groups are less important, less worthy of mention, and less significant in the society in which they live. This message further denies members of the excluded group or groups the affirmation of their past and potential contribution to our society.

2. Stereotyping

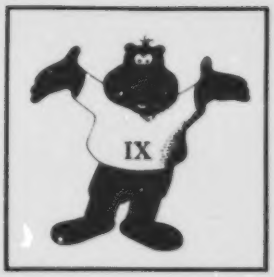
"When they are included in textbooks, women, men and racial-ethnic minority group members are frequently portrayed with respect to particular attributes, characteristics or roles. Some of the stereotypes frequently seen in textbooks include:

The portrayal of Asian Americans only as laundry workers or cooks

The portrayal of Mexican Americans only as peons or migrant workers

The portrayal of Native Americans as either 'bloodthirsty savages' or 'noble sons of the earth'

The portrayal of women primarily as mothers (and only occasionally as nurses, secretaries or teachers) and as passive, dependent persons defined solely in terms of their home and family roles



The portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles

"In textbooks published before the 1960's, the stereotyping of Black Americans as 'Uncle Remus' or 'plantation mammy' characters was frequently documented.

"These stereotyped portrayals contrast sharply with the reality of our society. With respect to members of racial-ethnic minority groups, we find members of each minority group making contributions in a wide variety of roles at every level of society. As the barriers of discrimination are broken down, these contributions will continue to expand.

"With respect to women, their stereotyped portrayal as mothers belies the patterns of our society. Today, nearly half of the nation's work force is female, and 57 percent of the women between 18 and 65 work outside the home. Nine out of ten of the students in school today will be engaged in an occupation outside the home at sometime in their lives. Yet, textbooks continue to define women only in terms of their family and their roles as wives and mothers.

"Girls fare little better. The 'Women on Words and Images Study *, Dick and Jane as Victims', reviewed the image of girls in elementary readers and found them to be characterized as:

passive
docile
dependent
incompetent
fearful
concerned with
  domesticities
obedient
objects of scorn and ridicule
aimless
concerned about physical
  attractiveness
lonely
unmotivated
uncomplaining
spiritless

"Time and again, girls were shown playing with dolls, giving tea parties, puttering about the kitchen, frightened of people and animals, and most frequently, as passive uninvolved spectators. In spite of the reality of physical growth patterns, often elementary texts show girls as smaller than boys.

"If the portrayal of females is negative, then we might expect that the images of boys and men might benefit from comparison. This is only partially true. Although males are portrayed with more positive and attractive characteristics, they too, fall victim to sex role stereotyping.

"On the positive side, boys are characterized as real doers; as ingenious, creative and persevering. If there is a problem to solve, the chances are overwhelming that a curious, brave and adventurous boy will solve it. Studies on the presentation of boys in elementary school textbooks show them to be active, autonomous and imaginative, preparing for profitable and important careers.

"As adults, men also fare better than women. Men can be both fathers and wage earners. Fathers resolve family problems with calm and dispatch. Fathers repair whatever needs to be repaired and provide the family with trips and fun. Compared to mothers they are rather glamorous, competent, worldly and sophisticated figures.

"The problem is that the male role, attractive as it may first appear, is also a confining stereotype. Contrary to the images promoted in elementary readers, all boys are not brave adventurers and creative problem solvers. Real boys sometimes even show their emotions and cry.

"Boys seldom see an adult male changing a diaper, cooking a meal or doing the housework. One would have to undergo an intensive search to find any men portrayed in nonstereotyped occupations, whether it be as an artist, dancer, cosmetologist or an elementary school teacher. Textbooks prescribe very definite limits for boys and stereotype their personal attributes, activities, emotions, parental responsibilities and occupations. Boys learn that to be passive, talented in the arts, uncompetitive, unmechanical and unathletic is to jeopardize their ability to earn society's approval and become a 'real man'.

3. Imbalance and Selectivity

"Textbooks may also perpetuate bias when they provide only one perspective, aspect or interpretation of a particular issue, situation or group of people. Imbalance is apparent in textbook treatment of many groups. Examples of such imbalance include:

With respect to Black Americans

Some textbooks focus on the 'simplicity' of the freed-men and women after the Civil War without referring to the previous restrictions on their education, experience and behavior.

The origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently entirely omitted.

With respect to Native Americans

Many textbooks focus upon the Native American as an impediment to white settlement, while ignoring the role of Indian guides in virtually every known white exploration.

The history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Indian lands.

With respect to Asian Americans

Chinese immigrants are treated by many textbooks only as 'cheap labor' which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans. Few mentioned the contributions of Chinese immigrants or the conditions which led them to work for low pay under substandard conditions.

The custom of 'picture brides' is often discussed as a quaint cultural custom without providing an explanation as to the origins of parental choice of spouses or the restrictive immigration laws which perpetuated the custom.

With respect to women

The participation of women in the temperance movement in the nineteenth century is the subject of some emphasis by many U.S. history textbooks. Textbooks make a caricature of Carrie Nation and her axe,

without giving any explanation of the severe consequences suffered by the families of alcoholics at a time when there was virtually no divorce, men controlled the property of their wives, men were given custody of their children in any dispute and women who worked outside the home were despised.

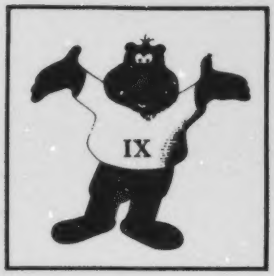
4. Unreality

"Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant, controversial or which do not conform with the stated value system of the white majority culture. Textbooks often ignore the existence of prejudice, racism, discrimination, exploitation, oppression and intergroup conflict. Many contemporary textbooks focus on the achievements of individual Black male and female achievers, and neglect the current status and problems of a majority of Black people. Others avoid reference to the contemporary situation of Native Americans within our country. The avoidance of such issues results in an unrealistic portrayal of our nation and its development. Students are not provided the information they will need to deal intelligently with current problems and conflicts.

"Another example of the avoidance of controversial subjects often found in textbooks, is the omission of the issues of maternal care and birth control. Few secondary history books deal with the struggle for adequate maternal health care and standards, and the development of birth control methods and the fight for their acceptance by Margaret Sanger.

"Perhaps one of the most serious omissions is the textbooks' treatment of the American family. A review of textbooks today, as well as a brief reminiscence of readers we used as children, will probably conjure up images of a two-parent, two-child family, the older child a boy, the younger child a girl. There is little portrayal of divorce, the single parent family or of families without children.

"The unreality of these images does not prepare students for the lives which they will live or the society in which they will be required to function.



5. Fragmentation/Isolation

"Bias through fragmentation and isolation takes two primary forms. First, content regarding women or minority groups may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., 'The Contributions of Black Americans', 'Bootleggers, Suffragettes, and Other Diversions',) or even in boxes to the side of a page (e.g., 'Ten Distinguished Black Americans', 'Women of Achievement').

"Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant cultures. Fragmentation and isolation imply that history, experience, and situations of females and minorities are somehow entirely unrelated to those of the dominant culture (usually white, Anglo-Saxon, Protestant and male).

6. Linguistic Bias

"Many biased readers contain appalling numbers of direct quotes which disparage the intelligence, competence and worth of racial-ethnic minorities and females. However, it is not only through its explicit content but through its very structure that language conveys sex bias. The linguist, Benjamin Whorf, has noted that: *

> '....language is more than a reflection of the structural arrangements in society. It is intimately linked to the creations and perception of reality itself. Eliminating biased terminology is one concrete way to change and to correct the way we view ourselves and others.'

"There are many subtle ways that language causes us to create and perceive a biased reality. Textbooks frequently use masculine terms and phrases, 'Our forefathers' or 'Man and His World' to refer to all people. Use of the pronoun 'he' continually emphasizes the one-sexed view of the textbook world. Biased occupational terms such as policeman, mailman and fireman limit and deny the occupations of half the readers. Imbalance in word order (boys and girls, men and women, he and she) with the male continually taking first place is another form of bias through language.

"The adjectives used to describe racial-ethnic groups frequently reflect bias. Examples of some of these bias include:

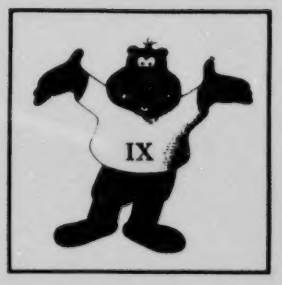
> Native Americans are frequently referred to as 'roaming, wandering or roving' across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relation to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal directed white Americans who 'traveled' or 'settled' their way Westward.
>
> Immigrant groups are often referred to as 'hordes' or 'swarms'. These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.

Bias in Instructional Materials -- Its Possible Effects:

"Although research has not yet precisely defined the effect of biased materials on students, there are several studies which suggest a significant effect of reading content upon the attitudes, behavior and achievement of students.

"The potential formative effect of reading materials has been demonstrated in studies documenting that children's attitudes toward specific ethnic groups change in a positive direction after positive character presentations of these groups were included in texts, and in a negative direction after there were negative presentations. Although these studies measured only the children's immediate written responses, there is at least one study which suggests the long term strength of children's reading material as a force in socialization. Cross cultural research by McClelland * describes a strong positive relationship between achievement imagery in children's books and a culture's subsequent economic growth. In the period preceding accelerated economic development, a high incidence of achievement images in books provides children with 'instructive' messages about the culture's norms and values.

"For a number of years there has been some concern among educators regarding the higher occurrence of reading



difficulties in boys than girls at the elementary school level. This sex difference in early reading achievement has frequently been offered as a rationale for the textbook's disproportionate and stereotyped representation of males. At least one recent article advances a different interpretation of the relationship between the reading performance of boys and images of males in textbooks. Frasher and Walker * suggest that the stereotyped 'activity-oriented' portrayal of boys in readers may in fact contribute to boys' reading difficulties. By giving the impression that boys are almost constantly riding bikes, climbing trees, or rescuing their mothers or little sisters from difficulties, readers may provide boys little reinforcement for reading or other language related activities and skills.

"A related concern in our society has been the reading achievement scores obtained by many inner city students (predominantly members of racial-ethnic minority groups), which are lower than those typically obtained by suburban students (predominantly white). Although there are many possible explanations for this phenomenon, research indicates that it may be due, at least in part, to the failure of textbooks to reflect adequately the existence and experiences of minority people. In one such study, the use of a multi-ethnic reading series with a racially mixed group of inner city first grade children produced high achievement gains in all skill areas as well as a preference for the multi-ethnic text over an all white text.

"Although we cannot give a precise indication of the impact of biased textbooks and instructional materials on the outcomes for students, the cumulative evidence suggests that such bias shapes the subsequent behavior of students and contributes to the maintenance of institutional bias. Specifically, each form of bias serves to limit the development of students in the following ways:

> Exclusion and invisibility may provide our students with an inaccurate view of the composition of the world in which they live. For students of the excluded group or groups, the effect of the invisibility is to deny them an affirmation of their existence and to convey to them a message of insignificance in relation to the total society.

Stereotyping denies students a knowledge of the diversity, complexity and variation which characterize any group of human beings. Persons who see themselves portrayed only in stereotypic ways may internalize these stereotypes, and fail to identify and develop their own unique abilities, interests and potential.

Imbalance limits student knowledge of the various perspectives and interpretations which must be applied for a complete understanding of historical and contemporary realities.

Unreality and avoidance give students only a partial portrait of our nation, its development and of the information they need.

Fragmentation and isolation deny students knowledge of the influence and the contributions of women and other minorities to contemporary society.

The very structure of the language encourages students to construct a biased perception of themselves, of others and of the reality of their world.

"Our task as educators is not only to pressure for the publication of bias free textbooks and materials, but also to neutralize and combat the stereotyped images which may be found in the textbooks and materials which are being used in classrooms throughout the nation. During the next activities of this session, we will be examining some of the ways that we can work to combat bias in textbooks and instructional materials."

B. Questions and Answers (5 minutes)

The facilitator should provide time for answering any questions which may be raised by participants or for the clarification of any points which may be unclear before proceeding to the activities.

ACTIVITY

7

IDENTIFYING THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

Activity Agenda:

A. Introductory Comments (5 minutes
B. Individual Activity: Identifying Sex Bias in Instructional Materials (15 minutes)
C. Small Group Discussions (10 minutes)
D. Individual Activity: Identifying Racial-Ethnic Bias in Instructional Materials (15 minutes)
E. Small Group Discussions (10 minutes)
F. Large Group Discussion (15 minutes)

Purposes of the Activity:

To provide participants with concrete examples of sex and racial-ethnic bias in instructional materials

To provide participants with an opportunity to extend their skills in identifying and remedying bias in instructional materials

Materials Needed:

For participant use:

Summary of the Forms of Bias in Instructional Materials (Appendix C)

Identifying Sex Bias in Instructional Materials (Participant Worksheet 7)

Identifying Sex Bias in Instructional Materials: Answer Sheet (Appendix D)

Identifying Racial-Ethnic Bias in Instructional Materials (Participant Worksheet 8)

Identifying Racial-Ethnic Bias in Instructional Materials: Answer Sheet (Appendix E)

For facilitator use:

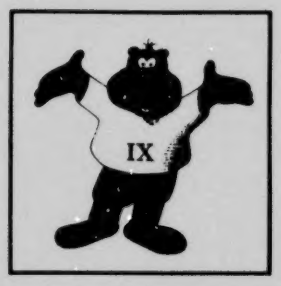
None

Facilitator Preparation Required:

Thoroughly review this total session outline and all participant materials

Review suggested introductory comments and adapt them to accommodate group needs and facilitator(s) style(s)

PROCEDURE



A. Introductory Comments (5 minutes)

The purpose of this activity is to provide participants with practice in identifying and remedying biased materials. It builds on the previous lecture in Activity 2 on "Forms of Sex Bias and Their Manifestations in Instructional Materials" and the information sheet entitled "Summary of Forms of Bias in Instructional Materials". This worksheet should be used as a reference for the exercise.

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The facilitator should note that two different worksheets are used for this exercise--one which deals with sex bias in instructional materials and another which deals with racial-ethnic bias. Each of these reflect different levels of analysis. The worksheet dealing with sex bias was developed by Myra Sadker and David Sadker to illustrate the forms of sex bias which may be found in instructional materials.

The worksheet on racial-ethnic bias was prepared from materials developed by the Council on Interracial Books for Children and it focuses specifically on information provided in U.S. History textbooks.

It is unlikely that participants will be able to work through all of the examples provided in the time allocated for this activity. The facilitator may wish to select a few examples to use for discussion during the time allocated, or to ask groups of participants to deal with different examples. The facilitator should explain that it may not be possible to complete all of the examples and should urge participants to review them in greater detail at their leisure.

Suggested Comments:

"Although textbook publishers have given effort to the elimination of racial-ethnic bias in textbooks and instructional materials and similar efforts are underway to eliminate sex bias in materials, we still find examples of bias even in new materials. Even if new materials are free of bias we know that the biased textbooks which may be found in classrooms today will probably be in use for many years to come. Therefore, it is important that each of us is able to analyze materials and identify various

forms of racial-ethnic and sex bias. In addition, we should be able to remedy bias by suggesting changes and revisions which are bias free. Teaching these same skills to your students provides a method of increasing their critical reading skills.

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"During the next activities we will be reviewing various methods of identifying and dealing with bias in instructional materials. First, we will examine bias to identify the forms of bias which we just discussed. You will want to refer to 'Summary of the Forms of Bias in Instructional Materials' (Appendix C) as we work with two other worksheets which are found in your materials.

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"Please turn to Participant Worksheet 7 entitled 'Identifying Sex Bias in Instructional Materials'. You will note that this worksheet provides ten examples of instructional materials. You are asked to read the examples, determine whether sex bias is present and indicate how such bias may be corrected.

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"After we have completed Participant Worksheet 7, you will be asked to share your responses with a small group. Then you will be asked to work with Participant Worksheet 8, entitled 'Identifying Racial-Ethnic Bias in Instructional Materials'. The latter worksheet asks you to identify various forms of bias in materials taken from U.S. History textbooks. Again, you will be asked to discuss this worksheet in small groups and in the total group. You may not be able to finish these worksheets. If that is the case, you may wish to concentrate on doing a few examples here so that you understand how they are formulated and complete them at your leisure.

"You will have about fifteen minutes to complete Participant Worksheet 7 and another ten minutes to discuss it in your small groups."

The facilitator may wish to assign examples to various tables or groups since it may be difficult for participants to finish all of the examples.

B. Individual Activity: Identifying Sex Bias in Instructional Materials (15 minutes)

The facilitator should provide approximately fifteen minutes for the participants to review and complete Participant Worksheet 7.

C. Small Group Discussions (10 minutes)

After participants have had about fifteen minutes to complete the worksheet or their assigned examples, the facilitators should ask them to form groups of four to six to discuss their responses. Participants should be referred to Appendix D in their workbooks, "Identifying Sex Bias in Instructional Materials: Answer Sheet" to aid in their group discussion. The facilitators should circulate among the groups and note any questions or issues which should be discussed by the total group.

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D. Individual Activity: Identifying Racial-Ethnic Bias in Instructional Materials (15 minutes)

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After participants have had an opportunity to discuss Participant Worksheet 7 in small groups for about ten minutes, they should be asked to move on to Participant Worksheet 8, entitled "Identifying Racial-Ethnic Bias in Instructional Materials". In many instances this worksheet will be more difficult for participants since it requires background knowledge of U.S. History and it provides more subtle examples of bias in many instances. In addition, some of the information provided in the Participant Workbook (Appendix E -- "Identifying Racial-Ethnic Bias in Instructional Materials: Answer Sheet") may be difficult for participants to accept. If this is the case, the facilitator should refer back to the exercise on perceptions and make the point that our perceptions are determined by our experience. Perceptions vary according to the position from which persons experience various events. Participants may not agree with the forms of bias cited but the exercise is provided to give them a different perspective for their consideration. Additional readings are also listed for those who wish to examine each example in greater detail.

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E. Small Group Discussions (10 minutes)

When participants have completed the worksheet or those portions of the worksheet which were assigned, the facilitator should ask them to discuss their responses in the same groups which were formed earlier. Participants should again be referred to their workbooks (Appendix E) for the answers which will help them with their discussion.

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F. Large Group Discussion (15 minutes)

After participants have had an opportunity to discuss the worksheet, the facilitator should reconvene the total group and process the activities. Some of the questions which might be used for discussion include:

> What were your reactions to the worksheet on identifying sex bias?
>
> What other examples of sex bias can you identify from your experience?
>
> What were your reactions to the worksheet on racial-ethnic bias?
>
> What other examples of bias can you identify from your experience?
>
> What forms of bias do you think are most prevalent when we consider sex bias?
>
> What forms of bias do you think are most prevalent when we consider racial-ethnic bias?

Points which should be made by the facilitator include:

> Some of the forms of bias may be more frequently applied to sex bias than to racial-ethnic bias, e.g., linguistic bias may be more frequently identified when considering forms of sex bias even though we can identify examples of linguistic bias as applied to racial-ethnic groups.

The categories outlined in the lecture and the worksheet (exclusion/invisibility, sterectyping, etc.) provide us with a framework for identifying and classifying various forms of bias.

As teachers, we have responsibility for helping students increase their critical reading skills. One of the ways we can do this is to teach them the skills for identifying and remedying sex bias and racial-ethnic bias.

Participant Worksheet 7

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IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS

Listed below you will find a number of excerpts taken from textbooks and instructional materials. Please read each example and determine if sex bias is present and if so, identify the form of sex bias which is present. Then, see if you can revise the statement in such a way as to eliminate or correct the bias in the statement. If no sex bias is present, simply indicate "none."

Example 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70)

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

* Developed by Myra Sadker and David Sadker for the CCSSO Title IX Equity Workshops Project, 1977.

Example 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievance to the reporters."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly has its problems."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 5

"The last chapter of a social studies textbook is devoted to American Life during the 1970's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crisis."

Is this organization sexist? _____

What form(s) of sex bias? _____

Suggested revision:

Example 6

"An elementary textbook uses the following terms: mankind, coed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? _____

What form(s) of sex bias? _____

Suggested revision:

Example 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population and Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted on the following page:"

Women in our society are already demanding new roles. By 2000 they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000 women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness... Helen fell and Sam helped her to get up." (from Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, educators, Book E, 1970, page 15)

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capitol."

"Mr. Hilgard took his wife to the West Coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested Revisions:

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS

After reviewing Appendix C, "Summary of the Forms of Bias in Instructional Materials," you are ready to try your hand at analyzing and remedying racial-ethnic bias. Listed below you will find a number of examples of statements which appear in U.S. History Textbooks. You are asked to read each example and determine if racial-ethnic bias is present. If so, identify the form(s) of racial-ethnic bias and suggest a revision which would eliminate such forms of bias.

Example 1

"The first Negroes were shipped to America--to Jamestown--in 1619, the year before the Mayflower arrived...the first of millions of Africans who were transported toward these shores in the next two hundred years." (The Free and the Brave, Rand McNally and Company, 1967, p. 140).

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

* Examples taken from textbooks and compiled by the Council on Interracial Books in Stereotypes, Distortions, and Omissions in U.S. History Textbooks (New York: Council on Interracial Books for Children, Racism and Sexism Resource Centers for Educators, 1977).

Example 2

"In spite of many hardships and dangers, hundreds of pioneers completed the trip to Oregon country. There they started new farms, new homes, and a new way of life." (Man in America, Silver Burdett, 1974, p. 270).

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

Example 3

"To improve their status they would need education, prosperity and able leadership. Yet almost no ex-slave in 1865 had even the skills, tools, or land needed just to support himself." (The Impact of Our Past, McGraw-Hill, 1972, p. 397)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 4

"Low income families have little choice in where they can live. Racial prejudice has kept minority groups out of the better neighborhoods and forced them into run-down sections of the cities." (Man in America, Silver Burdett, 1974, p. 624)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 5

"For a time, Chinese workers were in great demand. They helped build the transcontinental railroads. They also worked as household servants or waiters and launderers." (America; Its People and Values, Harcourt, Brace, & Jovanovick, 1975, p. 551.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 6

"...in 1882 Congress enacted a new Chinese Exclusion Act which, with several extensions, continued in effect until World War II." (Rise of the American Nation, Harcourt, Brace, & Jovanovich, 1972, p. 500.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 7

"Japanese born in the United States are called Nisei. When West Coast residents got panicky after Pearl Harbor, the Nisei were sent to camps as a 'safety measure.' There Japanese-Americans were put behind barbed wire and guarded by soldiers...Within a year, however, most Nisei were allowed to leave the camps. They went to college or to harvest crops. Many volunteered for armed duty..." (American History for Today, Ginn and Company, 1970, p. 452.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 8

"Unlike Black Americans, who have spread to all regions of the United States, Mexican Americans have stayed mainly in the Southwest." (Man in America, Silver Burdett, 1974, p. 567.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 9

"The Iroquois were a fierce and warlike people." (America: Its People and Values, Harcourt, Brace, & Jovanovich, 1975, p. 68.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 10

"The purchase of the Louisiana Territory was one of the greatest real estate bargains in history. The vast and empty territory...was mostly unexplored." (The Challenge of America, Hold, Rinehart, & Winston, 1973, p. 230.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 11

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by unfamiliarity with English and embittered by the antagonism they often met from other children." (Rise of the American Nation, Harcourt, Brace, & Jovanovich, 1972, p. 831.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 12

"The slaves could not learn of other places and other people from travel or books...it was against the law for slaves to learn to read or write." (The Challenge of America, Holt, Rinehart, & Winston, 1973, p. 335.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

ACTIVITY

8

IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS: CONTENT ANALYSIS

Activity Agenda:

A. Introductory Comments (5 minutes)
B. Individual Activity: Identifying Content Analysis in Instructional Materials (15 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with a method of analyzing race and sex bias in instructional materials

To provide participants with an opportunity to assess their skills in identifying bias in instructional materials

To provide participants with a technique which may be used with students in the classroom

Materials needed:

For participant use:

Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers (Participant Worksheet 9)

A New School for Taiharuru: Sample Content Analysis/ Critical Reading -- Answer Sheet (Appendix F)

For facilitator use:

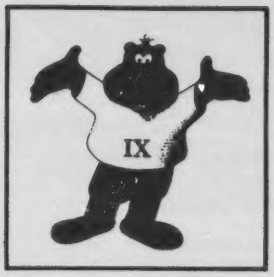
None

Facilitator Preparation Required:

Thoroughly review this total session outline and participant materials

Review suggested introductory comments and adapt them to accommodate group needs and facilitator(s) style(s)

PROCEDURE



A. Introductory Comments (5 minutes)

The purpose of this activity is to provide participants with another method of examining instructional materials for bias. This content analysis technique provides a method for analyzing materials and for involving students in similar activities.

Suggested Comments:

"We have spent some time now reviewing textbook materials for bias and remedying the various forms of bias which may be identified. We would now like to spend some time on another method of identifying bias in materials known as content analysis. Content analysis simply refers to the systematic examination of materials, both quantitative and qualitative, to identify instances of bias. We will be spending some time doing a modified content analysis of materials in order to:

Examine our own results with those of textbook researchers

Assess and extend our skills in the identification of bias in materials

Review a technique which may be adapted and used in the classroom to assist students in identifying and combating the effects of bias in materials

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"Please turn to Participant Worksheet 9, entitled 'Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers'. You will note that the material included is designed for use with elementary reading texts but it is an example of a technique which may be adapted to any type of materials."

"During this time we have available today we will be considering the sample story (adapted from an actual reader) and using the content analysis form. Each of you should read the story and the directions for completing the content analysis sheet and then fill out the content analysis form. (If time is limited, add the following statement: Due to the time limitations, we are asking you to consider only two characters, Esther and the American, for our purposes today. If you have additional time,

complete the sheet for other characters in the story.) Note that the analysis form includes three different pages. Remember that you will be considering both racial-ethnic and sex bias in your analysis."

B. Individual Activity: Identifying Content Analysis in Instructional Materials (15 minutes)

Individuals should be provided time to read the story and complete the sheet for at least two of the characters. If participants have additional time, they may wish to analyze other characters. The facilitator should circulate around the room answering any questions and providing any clarification which may be needed.

C. Large Group Discussion (10 minutes)

After participants have had approximately fifteen minutes to complete the content analysis of Esther and the American, the facilitator should reconvene the total group. Some of the questions which may be used for this purpose include:

What instances of sex bias did you identify?

What instances of race bias did you identify?

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When participants have had an opportunity to discuss some of their answers, refer them to Appendix F in their Participant Workbooks, "A New School for Taiharuru: Sample Content Analysis/Critical Reading -- Answer Sheet". Participants should be given time to look over the suggested answers and ask any questions they may have. After brief discussion, continue with the following:

How could you use this technique with students in your classroom?

It is important to point out to participants that this technique can be adapted for use with students in order to help them identify bias so that they may evaluate it and combat its effects. Many participants may wish to offer specific suggestions for classroom use. This technique is particularly important because it provides a method of

using the biased materials which are present in most classrooms in an affirmative manner which can contribute to the learning and the development of all students. At this point, the facilitator may wish to mention that in Activity 9, several ideas for classroom activities are suggested. They will be explored in more detail later.

TEACHING CRITICAL READING SKILLS: A GUIDE FOR ANALYZING RACIAL AND SEXUAL BIAS IN ELEMENTARY READERS

Adapted and abridged by
The Resource Center on Sex Roles
in Education
National Foundation for the
Improvement of Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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Directions:

The following story is similar to those used in many elementary readers. As you read it, please read critically --try to identify the stereotypes or bias it reflects. Following the story, you will find a form for analyzing the story and a set of suggestions for using the form. Please fill it out as the instructions suggest.

Sample Story for Analysis

A NEW SCHOOL FOR TAIHARURU
by Sara Zimet

Andrew lived with his family on the tiny island of Taiharuru, one of the hundreds that dot the broad Pacific Ocean south of Hawaii. Left to themselves for centuries, the peaceful natives had once led an easygoing life. But times were changing.

From his lofty perch in the palm tree, Andrew could see the town across the mountain where the boys and girls in Andrew's little village went to school. The long walk to and from school left little time for study. An American had recently come to the town, and this morning he was holding the important meeting to which all the men of the village had gone.

Andrew slid nimbly down the sloping trunk of the palm tree and went to the grass hut, where he saw his mother, Esther, preparing lunch.

Early in the morning, Esther had told Andrew's father, Thomas, good-bye and had walked down the hill to the river to catch a fish for the noon meal. After cleaning the fish, she had placed it along with slices of papaya on the banana leaf. Wrapping this firmly about the food, Esther had laid it on a bed of coals to steam until the sun was high, and Thomas had returned from the meeting.

Esther was the first to see her husband bursting along the jungle path. "Papa has big news," she told Andrew. "He is excited; he walks fast."

"I'm hungry," Thomas complained when he returned. "Let us eat while I talk." Esther quickly gathered the food for the meal.

The steaming baked fish and the papaya gave off an appetizing aroma, and all fell to eating. Between mouthfuls, Thomas told his story.

"A tall American has come to our island. He will help us build a school in our village. Then, our children won't have to cross the mountain every day to go to school."

"A school here?" Andrew asked. "How can this be done? We have no money, no stone, little wood, and no tools at all."

"But hear me," Thomas went on. "This American says he has no money either, but has a little boat with a motor, and he will help us build a raft to use in gathering the stone for the building. He will take our strongest men and the raft out to the reef each day when the tide is low. There we will dive down and loosen the great heads of coral from the bottom and haul them with ropes up to the raft. When it is fully loaded, he will bring it to the beach where other of our men will haul up the coral with ropes to the place where the school will be built. He will teach the men how to shape the heads into building stones. Only the best divers will go in the boat."

"Is there not something the women of the village can do?" Esther asked. "I, too, am a good swimmer."

"Yes, the American thought of everything. We will need eighty dollars to buy cement to put between the stones and to make the floor. The American says the women are to catch the fish and sell them in the town market and make money that way."

"We will!" said Esther.

For the next few weeks, the village was filled with excitement. Each day, the women awoke early and went with their hand nets to the fishing grounds. From the water's edge, they cast the nets repeatedly into the sea. Heaping the fresh fish into the baskets, they began the journey over the steep mountain trail to the town market.

Each day, the strongest of the men went to the reef. They dove down and loosened the big rounded heads of coral and brought them up to be loaded on the raft. The men on the shore hauled the coral to the building site. Other men squared the coral into blocks with tools provided by the American. Day after day, Andrew and other boys of the village took the castoff coral and pounded it into small bits to be used in the cement floor.

On a sunny day after a tropical shower, the first stones went into place, for enough money had come in from

the fish market to buy the needed cement. One day, a group of men went back into the jungle, and by evening they had brought out enough straight long poles to form sturdy rafters for the roof. The boys climbed palms and cut down branches, which the women then assembled into huge piles for use in making waterproof thatched roofs. The boys even helped the women with netcasting for fish.

Finally, the school building was finished, and there was to be a big celebration! A group of men dug a great hole in the ground and others carried big rocks. Still others drew near with bundles of dry sticks and short logs.

When the pit fire had died down to hot coals, the village women placed the meat on the fire and let it cook slowly.

Torches were lit, and soon all the villagers, bearing gifts and fruits, began assembling. It was the greatest day in the history of the village.

After the feast, the village chief rose and called for silence. He thanked the American for his help and presented him with a tortoise-shell fan. Then, he called on the other villagers to file by and offer their gifts to the American. Then the tall American stood and said, "I thank all of you for these gifts. Now that you know how to work with coral stone, I hope that you will build many other buildings and houses. Try not to forget the lessons you have learned."

Everyone cheered, and the American sat down. The celebration went on.

Critical Reading Record Sheet

Each character in the story is examined critically to determine whether the portrayal is realistic and accurate or biased. A realistic and accurate portrayal of characters is one which is true-to-life, factual, and authentic for the setting, time period and circumstances depicted. It is one which depicts the full range of human interests, traits and capabilities. The aim of the portrayal is to be free of bias.

A Biased portrayal is one which relegates a group of people, such as racial and ethnic minorities, women and nations to a secondary and inferior status. It is one which may omit the actions and achievements of a group, which may demean a group by using patronizing language, or by showing them only in stereotyped roles with less than the full range of human interests, traits and capabilities.

Patronizing language is best described as expressions which are agreeable and show kindness to a person or group in a condescending manner, indicating that the person or group is inferior.

Stereotyped roles refer to placing groups of people in narrowly defined categories or activities, which are limiting or derogatory. For example: women are either omitted from textbooks, seldom present, or only shown as mothers, wives, nurses and teachers; racial and ethnic minorities are either omitted from the textbooks, seldom present or shown in unskilled workroles without initiative or sophistication; and nations other than the United States are presented as exotic and/or underdeveloped both culturally and economically. For example, "Even though the English wanted to let them do it on their own, they knew that the people weren't clever enough to do it alone"; or "I know you're doing the best you can. After all, you're just a girl."

Below you will find some instructions to help you in filling out your critical reading record.

Fill in the identifying information at the top of the record sheet. Then read through the entire story. Iden-

tify one character at a time and fill in all the information available on each character.

1. Character: Write in the name and/or description of the character.

2. Age/Sex: Place an "X" in the column that describes the age and sex of the character.

3. Cultural/National Identity: Write in the one which best describes the character:

   White/U.S.A. or specify other nationality
   Black/U.S.A. or specify other nationality
   Oriental/U.S.A. or specify other nationality
   Puerto Rican/U.S.A. or specify other nationality
   Chicano/U.S.A.
   Native American/U.S.A.
   Other (specify)
   Animal/U.S.A. or specify other nationality

Then place an "X" in one of the columns indicating whether the character is from a "Dominant" or "Minority" cultural group for that country. By "Dominant" is meant the group which makes up the power structure and is most influential; by "Minority" is meant the group which is least influential and least powerful.

4. Traits: Read over each of the following traits and select the one(s) which best describe(s) the character. Then examine each trait listed and place an "X" in the column "Yes" if the trait is limiting or derogatory for that character, keeping in mind the age, sex and cultural identity of the character. If the trait is not stereotyped, place an "X" in the "No" column.

Aggressive	Dishonest	Greedy	Obedient
Alert	Disobedient	Honest	Passive
Competent	Dull	Hostile	Respectful
Courageous	Follower	Incompetent	Ridiculing
Cowardly	Friendly	Independent	Suspicious
Dependent	Generous	Leader	Tidy
		Messy	Trusting

5. Workrole(s) outside the home: Write in any of the following workroles outside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

6. Workrole(s) inside the home: Write in any of the following workroles inside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

7. Attitudes of other(s) toward character: Place an"X" in the column(s) that best describe(s) the attitudes of another person or persons toward the character. Place an "X" in as many column(s) that are appropriate. Look over the definitions below before making your decision:

Positive:	an attitude of respect, esteem and regard
Negative:	an attitude of disrespect, low esteem and low regard

Patronizing:	an attitude of kindness and agreeableness to an inferior
Neutral:	an attitude which is neither positive, negative nor patronizing
None:	no attitude is expressed towards the character

8. Attitude of character toward others: Place an "X" in the column(s) that best describe(s) the attitude of the character towards another person or persons. Look over the definitions for Positive, Negative, Patronizing, Neutral and None before making your decision.

9. Derogatory Statement(s) about character: If there is a statement about the character that is belittling, disparaging and detracting, place an "X" in the "Yes" column. If none were made, place an "X" in the "No" column.

10. Given Inferior Status: If there is a statement about the character that implies an inferiority of character or a lessening of social/self esteem, place an "X" in the "Yes" column. If none were made, place an "X" in the "No" column.

11. Conclusion: In order to answer the question, is the character sex-biased or race-biased, review the answers given to all the other ten items on the record sheet. If you have answered yes to the questions in columns 4, 5, 6, 9 and 10, then determine if there is sex bias, race bias or both. Indicate to whom the bias is directed and specify male, female, dominant or minority. If you have answered "No" to all of these questions, place an "X" in the "No" columns of both the sex bias and race bias categories. If the character is an animal, inanimate object or not identifiable, it may not be possible to give a race bias or sex bias rating. Leave space blank if this is the case.

When all the characters have been rated, review the conclusions drawn in item II and write in a final

statement about the story in the space marked concluding statement.

One story alone is an inadequate measure of the total textbook. It may suggest a pattern that the stories follow, but this needs to be tested carefully by looking critically at the other stories in the text. In other words, the characterizations in one story may be counterbalanced by those in other stories.

Thus, after critically reading all the stories in the text (or a representative sample of them) a review should be made of the concluding statements for each story. Then a final statement describing the content of the text in terms of sex and race bias should be made.

By openly recognizing the hidden curriculum in textbooks and by assisting students to do the same, you can reverse many of the harmful effects it may have on the students. This scrutiny is essential to learning to read critically, learning to differentiate between fact and opinion, between realistic human limitations and those imposed by bias. Until such a time as today's schoolbooks are replaced by others which more accurately depict the range of human behavior and the diversity of life in the U.S.A., teachers can consciously use the schoolbooks to teach concepts of stereotyping and bias through the development of critical reading abilities in their students.

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: _____ Workrole _____

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	No		5. Workrole(s) Outside Home	Were they stereotyped? Yes	No

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age _____ Sex _____ Cultural Identity _____

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patroni-zing	Neutral	Positive	Negative	Patroni-zing	Neutral	Yes	No	Yes	No

11.

CONCLUSION

Sex Bias				Race Bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.

CONCLUDING STATEMENT:

ACTIVITY

9

DISTINGUISHING BETWEEN BIASED AND NONBIASED MATERIALS

Activity Agenda:

A. Introductory Comments (5 minutes)
B. Small Group Activity: Distinguishing Between Biased and Nonbiased Materials (10 minutes)
C. Large Group Discussion (5 minutes)
D. Action Planning and Supplementary Activities (Variable)

Purposes of the Activity:

To provide participants with an overview of biased, sex- and race-fair, and sex- and race-affirmative materials

To provide participants an opportunity to identify sex-and race-affirmative materials

To provide participants with an opportunity to identify actions which they can take to reduce and to combat bias in instructional materials

Materials Needed:

For participant use:

Distinguishing Between Sex- and Race-Biased and Nonbiased Materials (Participant Worksheet 10)

Distinguishing Between Sex- and Race-Biased and Nonbiased Materials: Answer Sheet (Appendix G)

Supplementary Participant Worksheets; Attitude Surveys and Evaluation Tools for the Classroom Environment (Appendix H)

For facilitator use:

None

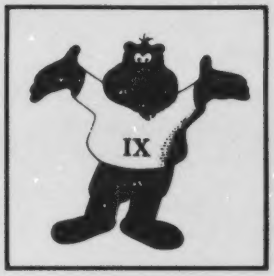
Facilitator Preparation Required:

Thoroughly review the total session outline and participant materials

Review "Supplementary Activities" and adapt those chosen to the needs of the group

Review suggested introductory comment and adapt it to accommodate unique group needs and facilitator(s) style(s)

PROCEDURE



A. Introductory Comments (5 minutes)

The purpose of the introductory comments is to provide participants with an overview for identifying biased, sex- and race-fair, and sex- and race-affirmative materials.

Suggested Comments:

"Thus far during this session we have examined a number of ways of considering sex and race bias in instructional materials. As we have examined various types of material, you have probably been aware that there are degrees of bias in materials. The bias in materials may be blatantly offensive or may be very subtle.

"Just as you may have noticed the degrees of difference in the bias which may be found in materials, you may also have noticed that there are degrees of difference found in the development of nonsexist and nonracist materials. Two kinds of nonsexist and nonracist materials have been identified -- those which are sex- and race-fair and those which are sex- and race-affirmative.

"Sex- and race-fair materials reflect a philosophy of equal and fair treatment of females and males of all racial-ethnic groups. Sex- and race-fair materials would not contain any of the forms of bias which we have identified during the earlier activities of this session. Race-fair materials would include content and illustrations which provide a balanced treatment of the various racial-ethnic groups in the population. Sex-fair materials would present females and males in equal numbers and provide content or illustrations which are free from stereotypes.

"The provision of race-and sex-fair materials for students is an important goal for education at all levels, but simply providing representative, nonstereotyped images of minorities and women may not be adequate to overcome the effects of past discrimination and bias. Therefore, it may be necessary to provide students with affirmative materials as well as race-and sex-fair materials. Affirmative materials not only present, but actually emphasize nonstereotyped attitudes, characteristics and behaviors. They stress changes in society and in the opportunities which are becoming available to minorities and women. In

addition, they may provide information which has heretofore been largely unknown regarding the history and contributions of minorities and women.

"The primary goal of affirmative materials is to combat the effects of present bias and discrimination in our society. Although we are beginning to see a greater amount of race- and sex-fair materials in the classroom, they may not be enough to combat the effect of past images and the impact of the other messages in our lives which may be racist or sexist.

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"At this time we are going to ask you to examine some materials to see if you can identify examples of biased, race- and sex-fair, and race- and sex-affirmative materials. Please turn to Participant Worksheet 10, entitled 'Distinguishing Between Sex- and Race-Biased and Nonbiased Materials'. Would you please form groups of four to six persons and discuss each of the examples in the small groups to determine whether the materials are biased, race- and sex-fair, and race- and sex-affirmative. You'll have about ten minutes for this activity."

B. Small Group Activity: Distinguishing Between Biased and Unbiased Materials (10 minutes)

The facilitator should make sure that all participants have been included in a small group and be available to answer any questions or make any clarifications which are necessary. Participants should be provided about ten minutes for this activity. The facilitator may wish to assign different examples to various groups around the room to ensure that each of the illustrations is covered.

C. Large Group Discussion (5 minutes)

When the groups have finished the worksheet or those portions of the worksheet which were assigned, the facilitator should reconvene the total group. Questions which might be used to process the small group discussions are:

Which of the examples were most difficult to classify?

Which of the examples were least difficult to classify?

What examples of race- and sex-fair and/or race- and sex-affirmative instructional materials have you used?

Points which should be made during the processing of the discussion include:

The materials used in the classroom should provide examples not only of race- and sex-fair materials, but also race- and sex-affirmative materials. The numbers of both types of materials are increasing and teachers may wish to begin developing collections of basic and supplementary materials for use in the classroom.

It is important that we remember that instructional materials should be examined for evidence of both race and sex bias. Materials may be race-fair or race-affirmative and yet provide sexist images. Similarly, nonsexist materials may also provide examples of racism.

D. Action Planning and Supplementary Activities (Variable)

The purpose of this activity is to encourage participants to identify specific steps which they can take to reduce and to combat bias in instructional materials. Comments which may be used for introducing the activity are provided below:

"During this session we have identified a number of ways in which we can increase our skills and our students' skills in identifying and combating bias in instructional materials. At this point, we'd like you to think about the meaning of these activities and other activities which you can identify for your classroom. What specific steps can you take to reduce and to combat bias in the instructional materials found in your classroom and in your school?"

Participants should be provided about ten minutes to identify any actions which they may wish to take and to share their ideas with the entire group.

At this time, the facilitator(s) should introduce the supplementary activities (if chosen) to demonstrate how sex fairness can be reinforced in the school learning environment.

The facilitator should provide any special materials or instructions participants will need to do the chosen activities.

DISTINGUISHING BETWEEN SEX- AND RACE-BIASED AND NONBIASED MATERIALS

As we analyze materials we may observe that different level of bias and/or effort to overcome bias in the materials. One way of thinking about the materials is outlined below.

Biased Materials -- Materials which demonstrate any form of bias on the basis of racial-ethnic group or sex.

Sex- or race-fair materials -- Materials which reflect a philosophy of equal and fair treatment for females and males of all racial-ethnic groups.

Sex- or race-affirmative materials -- Materials which attempt to overcome the effect of past discrimination and bias by emphasizing nonstereotyped behaviors, changes in opportunities and/or provides realistic portrayals of discrimination, bias and stereotyping.

Listed below are several examples of materials which reflect one of these categories. Please read each of the examples provided and indicate if the example is sex- or race-biased, sex- or race-fair, or sex- or race-affirmative.

Example 1

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut -- but a pioneer. (Betty Miles, The Real Me, New York: Knopf, 1974).

Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 2

This collection of readings provides a collection of the biographies of 50 famous Americans. The 50 Americans selected include the biographies of 30 white Americans, 10 Black Americans, 3 Mexican Americans, 1 Puerto Rican American, 2 Native Americans, and 4 Asian Americans. All of the biographies are biographies of famous American men.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 3

This collection of materials is a reading series designed to assist students to increase their reading skills. The number of stories with male characters outnumbers the stories with female characters by a 4:1 ratio. Females are often portrayed as interested in domestic activities and as characters who are unable to succeed. Black Americans are included in approximately 15 percent of the stories and illustrations.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 4

This collection of materials is designed to assist teachers to detect racism and sexism in U.S. History textbooks. It provides a content analysis instrument for detecting racism and sexism and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History. (Stereotypes, Distortions and Omissions in U.S. History Textbooks, New York: The Council on Interracial Books for Children, 1977).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 5

This children's book chronicles Martin's daily activities with his father. Martin's father plays with him, cooks breakfast, does the laundry, prepares lunch, gives him a bath and tucks him into bed. (Margrit Eichler, Martin's Father, Chapel Hill: Lollipop Power, 1971).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 6

This book provides a collection of writings which documents the history of Black women in America. The book includes writings such as: Slavery, The Struggle for Education, A Woman's Lot, Making a Living, Survival is a Form of Resistance, In Government Service and In Political Life, The Monster Prejudice and "Lifting As We Climb." (Gerda Lerner, ed., Black Women in White America, New York: Vintage Books, 1973).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 7

Young Adam and Marian play together, but always in stereotyped roles. Marian does not like her roles as nurse, stewardess and first lady. After a long discussion about sex bias with her parents, Marian no longer accepts these stereotyped roles. She advocates the position that she can be a doctor, a pilot or President. Marian makes it clear to Adam that stereotyped activities will have to stop. (Norma Klein, Girls Can Be Anything, Dutton, 1973).

Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 8

This material is a collection of career counseling materials. Descriptions of 60 different occupations are provided. Illustrations and case studies provided show males and females in traditional and nontraditional jobs, and effort is made to include illustrations which include males and females of various racial-ethnic groups. At no time is the generic "he" used in the materials and the labels of occupations have been modified to avoid sexist connotations.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

ACTIVITY

10

SUMMARY, EVALUATION AND CLOSING

ACTIVITY AGENDA:

A. Summary Comments (5 minutes)
B. Evaluation of Session (5 minutes)
C. Closing Comments (5 minutes)

Purposes of the Activity:

To summarize the activities of the Session for Instructional Personnel

To provide participants an opportunity to evaluate the activities of the session

To provide appropriate closing remarks

Materials Needed:

For participant use:

Workshop Evaluation Sheet

For facilitator use:

None

Facilitator Preparation Required:

Review the total session outline and participant materials

Review suggested summary and closing comments and adapt them to fit unique needs of the group and facilitator(s) style(s)

PROCEDURE

A. Summary Comments (5 minutes)

The purpose of this activity is to provide participants with a summary of the Session for Instructional Personnel. This might be implemented with comments such as the following:

"During the Session for Instructional Personnel, we have focused on two of the primary roles of the classroom teacher--our roles as classroom managers and our roles as curriculum managers. As we have examined these roles we have identified many of the ways that bias and discrimination may be manifest as we implement those roles.

"As classroom managers, we have reviewed some of the ways we interact with students that may be perpetuating sex discrimination and sex bias; we have identified some of the strategies which may be used for overcoming sex bias and sex discrimination, and we have identified some of the actions which we can take in the implementation of Title IX and the attainment of sex equity.

"As curriculum managers, we have examined the various forms of racial-ethnic and sex bias which may be manifest in instructional materials, reviewed various methods for identifying bias and considered methods for combating bias in instructional materials. Each of these activities provides a framework for the steps which each of us can take within her/his classroom to make sex and race equity a reality.

"Although we have focused on these two major roles of the teacher, our responsibilities do not end here. In addition to these roles there are two other roles which are important in the understanding of how we can make a maximum contribution to implementing Title IX and achieving equity in schools.

"Another role which is important for each of us to understand is our responsibility for institution building. The effects of our actions do not end at the door of our classroom. Each of us has an opportunity for contributing to the development of institutions which provide a structure and a climate which demonstrate a commitment to equity. We implement our responsibility for this role by understanding how Title IX is being implemented in the

district--how well the procedural requirements of the regulation have been carried out; by working with faculty and students to understand and utilize the grievance procedure in positive ways; by working with other teachers as you share your insights in learning; and by ensuring that the concepts of equity are observed in your functioning in the classroom, the school, the community and your professional organizations.

"Another role which is important to each of us is the role of teacher as learner. As professionals we have a responsibility not only for facilitating the optimal growth and development of our students, but also to ensure that we undertake those efforts which are necessary for our own continued growth and development. There is evidence to suggest that teachers who provide students with models of vital growing persons committed to increasing their knowledge and skills are essential to achieving that growth in students.

"During this workshop, we have tried to open up some areas for your consideration and to provide experiences which would assist the development of knowledge and insight. This can be only a first step. Many of the areas covered today require continued exploration and study. You can continue that exploration by developing a plan for your own reading, by working with other teachers to develop nonsexist and nonracist materials, by attending courses or workshops which expand on the issues raised today, and by using your classroom experience as a means of testing and refining your knowledge and skills.

"As you prepare to move back into the classroom we hope that you will have a new meaning in your roles as classroom managers, as curriculum managers, as institution builders and as learners; and that you will utilize the opportunity provided by each of these roles to increase the equity provided all students in our schools."

B. Evaluation of the Session (5 minutes)

The purpose of this activity is to provide participants with an opportunity to evaluate the Session for Instructional Personnel. This may be introduced with comments such as the following:

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"We would like each of you to take out the Workshop Evaluation Sheet which is found in your Participant Workbook. Please take a moment or two to complete the form and turn it in before you leave."

C. Closing Comments (5 minutes)

The closing comments provide the facilitator with the opportunity for recognizing the work of any persons who have assisted with the session and thanking participants for their assistance.

APPENDICES

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APPENDIX

A

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES: CASE EXAMPLE ANSWER SHEET

Following are suggested responses for Participant Worksheet 3. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility - The bias could be corrected by increasing interaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation - Another possible answer is stereotyping. The bias could be corrected by eliminating the sex segregated grouping of students.

4. Fragmentation in the visual display - The bias could be corrected by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping - The bias could be corrected by asking for student volunteers to get the new textbooks.

6. Linguistic bias - The bias could be corrected by referring to cave "people"; "People's" discovery of fire; and "their" development of primitive tools.

7. Unreality and stereotyping - The bias could be corrected by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation - The bias can be corrected by eliminating the sex-segregated competition.

9. Stereotyping and isolation - The bias can be corrected by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping - The bias can be corrected by recognizing expressions of emotions for both Sally and Bob.

12. Stereotyping and linguistic bias - The bias could be corrected by eliminating the reference to "women mathematicians."

13. Imbalance and stereotyping - The bias could be corrected by providing a balance of female and male speakers.

14. No bias

15. No bias

APPENDIX

B

RECOGNIZING AND IDENTIFYING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS: ANSWER SHEET

Discriminatory	Sex-Biased	Sex-Fair	Sex-Affirmative
1	2	3	4
6	11	5	7
8	12	10	9

APPENDIX

C

SUMMARY OF THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

1. Exclusion/Invisibility:

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51 percent of the U.S. population, represent approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. Stereotyping

When they are included in textbooks, racial-ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute, characteristic or role. Some of the stereotypes most frequently seen in textbooks include:

The portrayal of Asian Americans only as laundry workers or cooks;

The portrayal of Mexican Americans only as peons or migrant workers;

The portrayal of Native Americans as either "bloodthirsty savages" or "noble sons of the earth";

The portrayal of women primarily as mothers (and only occasionally as nurses, secretaries or teachers) and as passive, dependent persons defined solely in terms of their homes and family roles;

The portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles and social placement (with regard to access to roles of personal, social or institutional power or dominance).

3. Imbalance/Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include:

The origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.

The history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native American lands.

References to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese, and the many forms of discrimination and harassment they experienced.

Textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand and perhaps some day conquer the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority group persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. Fragmentation/Isolation

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West", "Bootleggers, Suffragettes and Other Diversions") or even in boxes to the side of the page (e.g., "Ten Distinguished Black Americans", "Ten Women Achievers in Science"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture

without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. Linguistic Bias

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

> Native Americans are frequently referred to as "roaming", "wandering" or "roving" across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal directed white Americans who "traveled" or "settled" their way westward.
>
> Immigrant groups are often referred to as "hordes" or "swarms". These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.
>
> Such words as "forefather", "brotherhood", and "man-made" serve to deny the contributions and existence of the 51 percent of the U.S. population which is female.

APPENDIX

D

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS: ANSWER SHEET

The following answers indicate the form of bias which may be found in the examples provided in Participant Worksheet 7, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revision: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers", "frontiersmen and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggest Revision: Not applicable

Comment: That passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotypes.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both women and men. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; coed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is sex bias present? Yes

Form: Unreality/Isolation

Comment and Suggested Revisions: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in other sections of the chapter and including photographs of women as well as men.

Case 8

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capitol to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capitol's social life.

Mr. Hilgard took his wife to the West Coast to locate a new house to The Hilgards went to the West Coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: Some might believe that because the girls' team won, the passage is nonsexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

APPENDIX

E

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS: ANSWER SHEET

The following answers indicate the form of bias which may be found in the examples provided in Participant Worksheet 8 and information which may be used for the revision of the statements. Participants may discover other forms of bias and may suggest alternative revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below.

The examples and information provided below are taken from:

Stereotypes, Distortions, and Omissions in U.S. History Textbooks. New York: The Council on Interracial Books for Children and the Racism and Sexism Resource Center for Educators, 1977. Copies may be obtained from the Council in Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 for $7.95 per copy.

Example 1

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The quotation illustrated the invisibility of the contribution of American Explorers and settlers who were in America prior to 1619, and the unrealistic portrayal of our history. The sentence should be expanded to include some of the following.

"Free Africans, as well as slaves, were in the Americas before 1619. They accompanied Spanish, Portuguese and other explorers, serving in a variety of roles. They were seamen, explorers, farmers, guides and shipbuilders. Estavanico, who came to North America with Cabeza de Vaca, was the best known African explorer of that period.

"A slave rebellion is recorded in 1526 in what is now known as South Carolina. Because of that rebellion, the Spanish settlers returned to Haiti, leaving the Africans as the first permanent, indigenous settlement in what was later to become the U.S.

"Increasing evidence suggests that Africans traveled to the Americas centuries before Columbus. Skeletons, carvings and other archeological evidence found throughout Central and South America; the nautical skills and instruments of some ancient African civilizations; and the pattern of ocean currents between the continents combine to indicate that the Africans traveled to the Americas during several historical periods."

References for further reading:

Herbert Aptheker. American Negro Slave Revolts. New York: International Publishers Co., Inc., 1952. p. 1963. Description of 1526 revolt.

James Bailey. The God-Kings and the Titans. New York: St. Martins Press, 1972. pp. 146-153 and 183-195.

John G. Jackson. Introduction of African Civilizations. Secaucus, N. J.: Citadel Press, 1970. pp. 223-264.

Ivan Van Sertima. They Came Before Columbus. New York: Random House, 1976.

Example 2

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The selection reflects the invisibility of nonwhite groups in the settling of the West and the unrealistic portrayal of history. The excerpts should be modified to include reference to the participation of Black Americans in the Westward expansion.

"Black people took part in the takeover of the West, as trappers, missionaries, explorers, Pony Express riders, railroad laborers, cowboys and members of the U.S. Army. Some participated in the suppression of Native Americans. Other Black people, who had escaped slavery and found refuge with Native American nations fought alongside them against the whites.

"But while Black people were involved in the exploration of the West that preceded U.S. settlement (and the area was prohibited to slavery), discrimination against Black people occurred within three years and there was a decree that any Blacks who entered should be flogged. After the establishment of the Republic of Texas, the Texas Congress ordered all free Black people out of the Republic. The 1850 Indiana Constitutions barred Black people from entering or settling in the state. Western states barred Black men from voting and adopted a variety of other discriminatory practices".

References for further reading:

Phillip Durham and Everett L. Jones. The Negro Cowboys. New York: Dodd, Mead, and Co., 1965.

John Hope Franklin. From Slavery to Freedom. New York: Alfred A. Knopf, 1967. pp. 265-270.

J. Norman Heard. The Black Frontiersman. New York: John Day Co., 1969.

Example 3

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

Materials which portray freedpeople as helpless, childlike, rootless persons needing leadership and assistance reflect a biased perspective. They should be expanded to include examples of freedpersons' initiative, the rebels' takeover of lands which had been provided freedpersons after the Civil War, and the industries which had been built.

"Only about a million acres of confiscated land was distributed to freedpeople, but most of this was later taken from them. There are numerous examples of their successful farms and of their organization of civil governments that provided necessary services. These examples illustrate the potential of land distribution that could have revolutionized the South.

"In 1863, the plantations of Jefferson Davis and his brother were divided and seventy freedpeople were given 30 acres each, while a Black regiment protected them from Confederates. This 'Davis Bend' program was so successful that by 1865 another 5,000 acres were given to 1,800 Blacks organized into 181 companies. The government supplied equipment and supplies which were repaid when crops were sold. The people opened stores, established a school, set up a government and provided free medical services to all who could not afford a doctor. In 1865, they cleared $160,000 after paying expenses.

"A visitor to Hampton, Virginia, another such development, wrote, 'I found it a thrifty village, occupied chiefly by freedmen (with) a sashfactory and blacksmith's shop, shoemakers' shops and stores...I found no idleness anywhere...On one estate of six hundred acres, there was a thriving community of 800 freedmen.

"These and other successful ventures were destroyed when rebel Confederates received pardons from President Johnson and were allowed to regain 'their' land. General Saxton, commanding the Department of the South, pleaded in vain for Congress to buy such land and have the freedpeople remain. He wrote that on the islands off the coasts of Georgia and South Carolina, 'the freedmen have established civil governments and constitutions and laws, with all the different departments for schools, churches, building roads and other improvements'. On one of these islands, freedpeople used arms to resist the return of the pardoned rebels"

References for further reading:

William Loren Katz. Eyewitness: The Negro in American History. New York: Pittman Publishing Company, 1968. See pp. 245-246 for reference to Mames Island and General Saxton, and pp. 258-259 for Hampton, Virginia.

James Lowen and Charles Sallis (eds.) Mississippi: Conflict and Change. New York: Pantheon Books, 1974. See pp. 136-137 for discussion of Davis Bend.

Example 4

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The discussion of patterns of segregation as an outcome of racial prejudice provides only a partial explanation of segregation within our society. A revision should include discussion of institutional racism and the ways that the complex of institutions controlled by whites operates to perpetuate segregation and denial of true equality of opportunity.

"The entire gamut of institutions -- businesses, unions, education, health, churches, government, media -- is controlled by whites, and functions in ways which subordinate third world people. The prejudice of individual whites -- although destructive -- plays a secondary role."

References for further reading:

Stokely Carmichael and Charles V. Hamilton. Black Power, The Politics of Liberation in America. New York: Random House, 1967.

Louis L. Knowles and Kenneth Prewitt. Institutional Racism in America. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Example 5

Is racial-ethnic bias present? Yes

Form: Stereotyping

Comment and suggested revisions:

The selection should be revised to reflect the many occupational roles in which Chinese laborers served.

"Chinese were the mainstay of the early woolen and cigar industries of the West. Thousands of acres of wasteland were turned into rich, productive agricultural fields by Chinese, and they constituted over half of the farm laborers in the 1880's.

"When the railroad was completed, Chinese began to enter other areas of employment: garment and footwear manufacturing, fishing, canneries, cigarmaking, land reclamation, agricultural work and construction, as well as domestic and service industries".

References for further reading

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969. pp. 30-64.

H. M. Lai and Philip Choy. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971. pp. 47-88.

Example 6

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The 1882 Chinese Exclusion Act is referred to without an explanation of the original provisions of the Act, the "token" modification of the law of 1942, the devastating consequences to the Chinese community in America, or the many other local, state and national laws which were created to victimize Chinese. This statement should be expanded to include a discussion of the following points.

"....the Act of 1882 stipulated the exclusion of Chinese laborers for a period of 10 years and denied Chinese in the U.S. the right to become naturalized citizens...Most texts also fail to report that the 1882 Act contravened the Burlingame Treaty of 1868. (In that treaty, China and the U.S. had pledged to allow free entry of one another's citizens to each country.)

"Subsequent acts extended the exclusion (of Chinese) until 1943. In that year the Magnuson Bill provided a token immigration quota of 100 and permitted the naturalization of Chinese immigrants. (Some assert that this action was a propaganda tool since the U.S. could not exclude Chinese while China was an ally in WW II.)

"Because most Chinese men had originally planned to return to China, they left their families behind. Therefore, exclusion resulted in predominantly male communities, husbands separated for years from wives and children, illegal practices to unite families and the delay of a major U.S. born generation of Chinese until the 1930's and 1940's. By 1890, there were 2,678 males for every 100 females in the Chinese population of 107,288. Many Chinese (mostly men) returned to China to be with their families and by 1920 there were only 61,639 Chinese left in the U.S. With this decline (plus some other factors) the ratio in 1920 was 695 males to 100 females. However, it was not until 1943, with amendments to the 1924 Quota Act and the repeal of the Exclusion Act, that a number of Chinese women entered the U.S. and the sex imbalance improved.

"Many texts note the 1882 Chinese Exclusion Act and ignore the other local, state and national laws created to victimize Chinese. Examples of such laws fall into three types:

> Immigration Legislation -- An Act to Prevent the Further Immigration of Chinese or Mongolians to this State (California), 1958; Scott Act, 1888 -- Chinese who left were forbidden to return to the U.S.; Geary Act, 1892 --extended 1888 immigration restrictions for another decade and required all Chinese laborers to carry certificates of residence; Act of April 29, 1904 -- extended exclusion indefinitely.
>
> Occupational Restriction Legislation -- Foreign Miners Tax, 1853 -- designed to drive Chinese from mining; San Francisco Anti-Ironing Ordinance, 1880 -- prohibited Chinese from ironing at night; California Fish and Game Act, 1893 -- prohibited use of Chinese fishing nets.

Punitive and Harassing Legislation -- San Francisco Queue Ordinance, 1875 -- shaving of queues in jail; San Francisco Cubic Air Laws, 1873 -- Chinese could be arrested for living in crowded rooms; Anti-Miscegenation Laws -- 14 states included Chinese in such laws.

References for further reading:

Betty Jung. "Chinese Immigrant Women", in Asian Women. Los Angeles Asian American Studies Center, University of California, October, 1975.

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969.

_____. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971.

Rose Hum Lee. The Chinese in the United States of America. Hong Kong: Hong Kong University Press, 1960.

Stanford Lyman. Chinese Americans. New York: Random House, 1974. pp. 54-85, 86-118.

Victor and Brett DeBary Nee. Longtime California: A Documentary Study of an American Chinatown. New York: Pantheon, 1973.

C. T. Wu, ed. Chink. New York: Meridian Books, 1972. Reprints several of the anti-Chinese laws.

Connie Yu. "The Chinese in American Courts". Bulletin of Concerned Asian Scholars, Fall 1972.

Example 7

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The excerpt should be revised to correct the impression that most Japanese Americans left the camps after a year and that even while they were working to harvest crops, they left camps under armed guard and were returned in the evening. Points which should be included are given below.

"This book implies that only Nisei were in camps and that most left after a year. Approximately 47,000 Issei were also placed in the concentration camps. The only group allowed to leave the camps were 4,000 Nisei students sent to midwestern or eastern colleges. Temporary work releases were allowed for agricultural laborers. They left the camp under armed guard and most were returned each evening. Over 33,000 Nisei fought during WW II while their families and friends were behind barbed wire. Their unit suffered the highest casualties and won the most medals of any similar unit during the war".

References for further reading:

Maisie Conrat and Richard Conrat. Executive Order 9066. San Francisco: California Historical Society, 1972. Collection of photos taken during the camp years.

Roger Daniels. Concentration Camps USA: Japanese Americans and WW II. New York: Dryden Press (Holt, Rinehart and Winston), 1971. Includes a bibliography of readings on various aspects of the camps.

Jacobus ten Broek. Prejudice, War and the Constitution. Berkley: University of California Press, 1970. Scholarly book on the reasons for the camps.

Dorothy Thomas and Richard Nishimoto. The Spoilage: Japanese American Evacuation and Resettlement During WW II. Berkley: University of California Press, 1946.

Example 8

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

Although most Mexican Americans do live in the Southwest, large numbers are also found in Michigan, Minnesota, Illinois, Ohio, Washington, and other areas. The statement stereotypes Chicanos as Southwestern residents, tends to view their settlement through an Anglo perspective, and gives an unrealistic view of the residence patterns of Mexican Americans in our society.

References for further reading:

Rudolfo Acuna. Occupied America: The Chicano's Struggle Toward Liberation. New York: Harper and Row, 1972.

Leo Grebler, Joan W. Moore, Ralph Guzman. The Mexican-American People: The Nation's Second Largest Minority. New York: The Free press (Macmillan Co.), 1970.

Gilberto Lopez y Rivas. The Chicanos. New York: Monthly Review Press 1974.

Example 9

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity

Comment and suggested revisions:

The excerpt from the textbooks focuses only on the responses of American Indians to the invasion of their lands. Although the comment should be expanded, it would be improved if the statement were revised to read that the Iroquois were viewed by white settlers as fierce and warlike.

"Descriptions of Native Americans as 'warlike' must be treated with caution. Much of the available information on Native Americans was written by Europeans who naturally viewed those defending their lands and communities against invasion as warlike. Native American nations had many nonviolent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generally for limited objectives rather than for total victory or conquest, and loss of life was minimal."

References for further reading:

John Collier. Indians of the Americas. New York: W. W. Norton and Co., 1947.

D. R. Wrone and R. S. Nelson. Who's the Savage? A Documentary History of the Mistreatment of the Native North Americans. New York: Fawcett, 1973.

Example 10

Is racial-ethnic balance present? Yes

Forms: Exclusion/Invisibility
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The phrase "vast and empty territory...was mostly unexplored" reflects only the perspective of whites. Native Americans and Spanish settlers had been settled in the area for centuries prior to the time of the Louisiana Purchase. This could be modified to read:

"Although the territory was unexplored by white settlers, it had been occupied for centuries by Native Americans and Spanish settlers".

Example 11

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity
Linguistic bias

Comment and suggested revisions:

The statement stereotypes all Puerto Ricans as having language difficulties, places the "blame" on Puerto Ricans for their deficiencies, and places blame on "other" children rather than dealing with the problems of educational curriculum for bilingual students.

A revision which would correct at least some aspects of the bias might be:

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by the failure of the schools to provide bilingual/bicultural education which would meet the needs of Puerto Rican students."

Other aspects which might be considered are given below.

"Textbooks frequently blame Puerto Ricans for their oppressed situation because they are 'unfamiliar with English'. This rationale is particularly used to explain the widespread miseducation of Puerto Rican children in U.S. schools. This text places additional blame on antagonism of the institutionalized racism in education which subordinates all third world students. The fact that Puerto Ricans have the highest dropout rate in New York schools is not a result of their language. It is the failure of the schools to provide bilingual/bicultural instructions and materials, to hire adequate number of Puerto Rican staff, to involve the parents in development of educational programs to serve the community, and to provide curriculum relevant to the needs and struggles of the students. Disproportionate numbers of Puerto Rican students thus join the pool of surplus labor, with training for nothing more than the lowest paid work.

"While most Puerto Ricans recognize the need to learn English in order to survive in the U.S., it is clear their

national right as well as their democratic right to speak their own country's language and to have the governmental institutions that are supposed to 'serve them' respect that language."

References for further reading:

Illinois State Advisory Committee of the U.S. Civil Rights Commission. Bilingual/Bicultural Education: A Privilege or a Right?

Antonia Pantoja, Barbara Blourock, and James Bowman, (eds.). Indices of Slavery: Cultural Pluralism Redefined. Lincoln, Nebraska: University of Nebraska, 1975.

Council of Interracial Books. "New Study Confirms Educational Slaughter of Puerto Rican Children". Bulletin of Interracial Books for Children, Vol. 4, Nos. 1 and 2. New York: 1841 Broadway, New York, New York 10023.

Annette T. Rubenstein (ed.). Schools Against Children: The Case For Community Control. New York: Monthly Review Press, 1970.

U.S. Civil Rights Commission. A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publications No. 51, May 1975.

Example 12

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

The statement overlooks the efforts of many Black persons to learn to read and write and to develop informal education systems. A revision might include "Although it was against the law for white persons to teach slaves to learn to read or write, many Black persons did learn these skills and teach others".

Other information which might be added includes the following:

"While education of slaves by white people was illegal, many people held in bondage did manage to learn. Textbooks generally tell us of Fredrick Douglass, but no text tells the incredible story of Milla Granson who was taught to read by her owner's children. Later, when sold to a different owner, she secretly taught 12 people at a time from 11 p.m. until 2 a.m. each night for seven years. She graduated hundreds of students, many of whom later escaped to Canada. The legislature of Louisiana, learning of her work, debated the legality of a slave teaching slaves. Milla Granson was just one of many, many slave women who did whatever they could to subvert the control of the slaveholder.

"Though Sojourner Truth's work for abolition and women's suffrage is mentioned in some texts, her successful struggle for one of her 14 children and her remarkable battle against Jim Crow seating in trolley cars are never included."

References for further reading:

Gerda Lerner. Black Women in White America: A Documentary History. New York: Vintage, 1973.

APPENDIX F

A NEW SCHOOL FOR TAIHARURU: SAMPLE CONTENT ANALYSIS/CRITICAL READING: ANSWER SHEET

Textbook Name _____ Author(s) _____

Story Name A New School for Taiharuru Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	No		5. Workrole(s) Outside Home	Were they stereotyped? Yes	No
Andrew				X		Polynesian		X	Competent		X		Pounded coral	X	
									Obedient	X			Climbed palms & cut branches	X	
									Respectful	X					
									Dull	X			Helped women fish		X
									Follower		X				
American		X				U.S.A.	X		Alert	X			Supervisor	X	
									Competent	X			Teacher	X	
									Friendly		X		Planner	X	
									Leader	X					
									Respectful		X				
									Generous	X					
Thomas		X				Polynesian		X	Leader		X				
									Obedient	X			Conferred with Americans		X
									Follower	X					
									Respectful	X					

181 182

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	No	5. Workrole(s) Outside Home	Were they stereotyped? Yes	No
Esther			X			Polynesian		X	Competent		X	Cast fish nets	X	
									Dull	X		Sold fish		X
									Obedient	X		Assembled palm branches	X	
Chief		X				Polynesian		X	Leader	X		Conferred with Americans	X	
									Generous		X	Directed his people	X	
									Follower		X			
									Respectful		X			
Natives		X	X	X		Polynesian		X	Followers	X		Male:		
									Friendly	X		Builders	X	
									Competent		X	Climbed trees	X	
									Respectful	X		Divers	X	
									Generous	X		Cut branches	X	
									Dependent	X		Stone haulers	X	
												Stone cutters	X	

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	Were they stereotyped? No		5. Workrole(s) Outside Home	Were they stereotyped? Yes	Were they stereotyped? No
													Male:		
													Pounded coral	X	
													Tree cutters	X	
													Diggers	X	
													Helped women		X
													Female:		
													Fished	X	
													Assembled branches	X	
													Sold fish		X

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
			Positive	Negative	Patroni-zing	Neutral	Positive	Negative	Patroni-zing	Neutral				
	Yes	No									Yes	No	Yes	No
None indicated	X					X				X		X	X	
Not applicable			X				X		X			X		X
Gave comments and directions	X					X	X			X		X	X	

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patroni-zing	Neutral	Positive	Negative	Patroni-zing	Neutral	Yes	No	Yes	No
Cleaned and washed	X					X	X					X	X	
Prepared and served food	X													
None indicated	X					X	X		X	X		X		X
Not applicable			X			X	X					X	X	

CONCLUSION

	Sex Bias				Race Bias			
	Yes		No		Yes		No	
	M	F	M	F	Dom.	Min.	Dom.	Min.
Andrew	X					X		
American	X				X			
Thomas	X					X		

CONCLUDING STATEMENT:

CONCLUSION

	Sex Bias				Race Bias			
	Yes		No		Yes		No	
	M	F	M	F	Dom.	Min.	Dom.	Min.
Esther		X				X		
Chief	X					X		
Natives - Male	X					X		
Natives - Female		X				X		

CONCLUDING STATEMENT:

CONCLUDING STATEMENT

All the characters are portrayed in stereotypical roles relating to national, racial and sex role bias. Whereas all the characters carried out their roles very competently, there is still a sharp contrast between what the "tall American" knows and can do and the skills of the natives, offering a patronizing quality to the relationship. One would expect to find clear cut sex roles enacted in a village on a small island in the Pacific. On the other hand, the fact that the last reigning monarch of Hawaii was a Queen offers the opportunity to minimize the portrayal of stereotyped roles in this kind of setting. The fact that girls were omitted entirely from this story is a curious matter in view of the fact that the actions described were to have involved all the villagers, according to both the opening paragraph of the story as well as the statement, "The boys even helped the women in netcasting."

APPENDIX
G

DISTINGUISHING BETWEEN SEX- AND RACE-BIASED AND NONBIASED MATERIALS: ANSWER SHEET

Example 1

Sex-Affirmative

Example 2

Race-Fair and Sex-Biased

Example 3

Race-Biased and Sex-Biased

Example 4

Race-Affirmative and Sex-Affirmative

Example 5

Sex-Affirmative

Example 6

Race-Affirmative and Sex-Affirmative

Example 7

Sex-Affirmative

Example 8

Sex-Fair and Race-Fair

APPENDIX
H

ATTITUDE SURVEYS AND EVALUATION TOOLS FOR THE CLASSROOM ENVIRONMENT

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Illustrations										
1. The number of males and females portrayed is about equal										
2. The number of males and females shown in nontraditional roles is about equal										
Language										
1. The use of the pronouns he and she have been changed to "students", "they" or other plurals										
2. Word substitutions have been used such as humanity for man or firefighter for firemen										
Images										
1. Are single parent families, families with working mothers and extended families shown in approximate proportion to their actual occurrence in the population?										
2. Do single people with satisfying lives and work, including mothers or fathers who may have been widowed or divorced, appear in the stories?										

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
3. Are women and girls shown solving problems independent of male assistance?										
4. Are women and girls shown working and playing together in groups?										
5. Are females shown earning money? awards?										
6. Are boys sometimes shown enjoying musical instruments, visiting art galleries, maybe stroking a kitten rather than rough housing with a dog?										
7. Are males sometimes responsible for housework?										
8. Are their hobbies sometimes crafts such as weaving and ceramics?										
Content 1. Is information about women's achievements and the ways events and situations affect women integrated with the same kind of information about men rather than shunted off to a separate section?										

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
2. Are praiseworthy traits -- strength, compassion, initiative, warmth, perceptiveness, resourcefulness, courage -- treated as human rather than "masculine" or "feminine"?										
3. Are women and girls as well as boys and men the leading characters in stories and biographies?										
4. Do the books refrain from ridiculing or insulting either sex?										
Evaluation Results For a percentage score, total the checks for each column. Add the yes and no totals. Then compute percentages.										

Sex Equality Attitude Survey

The purpose of this survey is to give participants a chance to react to certain questions and situations then compare those reactions with others and discuss your reasons for your choices. Put an "X" in the proper blank or write in the answer where necessary.

1. If women and men achieve full equality, how do you think it will affect men?

____a) Men will gain much more than they lose
____b) Men will gain and lose about an equal amount
____c) Men will have to sacrifice more than they gain
____d) It will not really affect men

2. If you were to give your wife or husband a subscription to three magazines for her/his birthday, which three would you choose?

a.	McCall's	h.	U.S. News & World Report
b.	Better Homes & Gardens	i.	Newsweek or Time
c.	Ladies' Home Journal	j.	Ramparts
d.	Cosmopolitan	k.	Ms.
e.	Playboy	l.	New Republic
f.	Reader's Digest	m.	National Review
g.	Saturday Review	n.	Fortune
		o.	Business Week

Choices are: 1. _____ 2. _____.

3. _____

Which three magazines would you choose for yourself?

1. _____ 2. _____

3. _____

3. For an attractive woman with whom you are well acquainted, do you consider any of the following references to her offensive? Answer Yes or No.

_____	_____	a) Lady	_____	_____	d) Girl
_____	_____	b) Doll	_____	_____	e) Honey
_____	_____	c) Chick	_____	_____	f) Broad

4. When a pre-teenage girl says, "Daddy, I want to become a nurse," and a boy says, "I want to be an engineer," do you think these are examples of:

_____a) The basic difference in direction that boys and girls pretty naturally take
_____b) A result of parental and peer group influence (socialization)
_____c) Combination of a and b
_____d) Neither

5. Mr. and Ms. A. are both working in careers that provide satisfaction and opportunity for personal growth. They are separately offered jobs in different cities that would greatly advance their careers. What is their best solution?

_____a) Stay put
_____b) Mr. A. takes new job, wife follows
_____c) Ms. A. takes new job, husband follows
_____d) One partner takes the new job, decided by lot
_____e) Separate, each taking the job each wants, and sees what happens
_____f) another solution: _____.

6. The last two times you and your spouse (or date) went to a social event together, who drove the car?

_____a) The male both times
_____b) The female both times
_____c) Once each

7. It is your son's sixth birthday. How do you feel about giving him a doll?

Good	Not so Good	Embarrassed
_____	_____	_____

8. You are just arriving at a party. Four or five men are gathered in one corner and four or five women are gathered in another. Toward which group are you most likely to drift? ___Men ___Women

9. How would you see yourself displaying the following qualities?

Seldom -- 1 point Occasionally -- 2 points

Frequently -- 3 points Usually -- 4 points

Aggressive	_____	Sensitive	_____
Independent	_____	Warm	_____
Objective	_____	Empathic	_____
Outspoken	_____	Listening	_____
Assertive	_____	Supportive	_____
Competitive	_____	Gentle	_____
Ambitious	_____	Vulnerable	_____
Athletic	_____	Emotional	_____
Experimenting	_____	Modest	_____

Total your points. Is the difference greater than 10?

10. Your daughter tells you that she has chosen a career in the U.S. Army. Would you:

_____a) Tell her that it will be tough to make it in a traditionally male organization
_____b) Congratulate her on her pioneering instinct
_____c) Explore her decision in a supportive way, as you would any other career choice

11. Do you feel less respect for a man if his wife makes more money than he does?

_____a) Yes _____b) No

12. For men: If your wife were offered a high level position that she wanted badly, would you:

_____a) Encourage her to take it
_____b) Allow her to take it as long as the housework still got done
_____c) Offer to share the housework and child-raising responsibilities
_____d) A and c

13. For women: If your husband announced that he wished to take a year away from his job in order to travel, study and spend time with the children, would you:

_____a) Support the idea wholeheartedly
_____b) Think he was risking loss of respect in the eyes of his colleagues
_____c) Feel that it's a good idea but too impractical.
_____d) Resent having to support him
_____e) Remind him that a man's place is in the working world.

14. Do you believe that it is impossible for a single person to have as happy and fulfilling life as a married person?
_____Yes _____No

15. Do you believe that girls are more vulnerable than boys when playing in contact sports?
_____Yes _____No

16. Do you believe that housewives are less subject to depression than career women?
_____Yes _____No

Evaluating Sexism in Your School

Census of the School Population

Board of Education:

How many members are men? ____
How many officers are men? ____

How many members are women? ____
How many officers are women? ____

Superintendent's Office:

How many personnel are women? ____
How many nonadministrators are women? ____

How many personnel are men? ____
How many nonadministrators are men? ____

Schools:

How many teachers are women? ____
How many administrators are women? ____
How many supervisory personnel are women? ____
How many nonteaching staff are women? ____

How many teachers are men? ____
How many administrators are men? ____
How many supervisory personnel are men? ____

Are the statistics compiled satisfactory for you?

_____Yes _____No

What specific actions are needed to meet your perception of needs?

What, if any, actions are being taken?

Curriculum

1. Are playground groups sex segregated? -- by regulation? _____Yes _____No

2. Is the human reproductive system included in science courses? _____Yes _____No

3. Do graphics, pictures and other audio-visuals present men at home in the
   child caring roles? _____Yes _____No
   cooking roles? _____Yes _____No
   cleaning roles? _____Yes _____No

4. Do graphics, pictures and other audio-visual materials present women in
   other than child caring roles? _____Yes _____No
   other than cooking roles _____Yes _____No
   other than cleaning roles _____Yes _____No

5. Are women presented in occupational roles
   other than the home? _____Yes _____No
   other than nursing? _____Yes _____No
   other than secretary? _____Yes _____No
   other than clerk? _____Yes _____No

6. Are courses in women's studies included in the
   curriculum? _____Yes _____No
   middle school? _____Yes _____No
   senior high school? _____Yes _____No

Curriculum Department

1. Have members of the curriculum department staff developed curricula which avoids negative sex role stereotypes? _____Yes _____No

2. Have curriculum development staff and teachers identified resources to assist in developing such curricula?
   _____Yes _____No

In-Service Training

1. Have provisions been made for staff to obtain information regarding sex role stereotypes and their implications throughout the school system?
   ____Yes ____No

2. Have provisions been made for men and women to obtain special training for supervisory and management positions? ____Yes ____No
   If so, do women actively participate in them?
   ____Yes ____No

School Personnel

1. Are classroom activities arranged on the basis of sex? ____Yes ____No

2. Are instructional and recreational games assigned on the basis of sex? ____Yes ____No

3. Do teachers use different methods of reward and punishment for girls and boys? ____Yes ____No

4. Does the principal use different methods of reward and punishment for girls and boys?
   ____Yes ____No

5. Do teachers describe and prescribe behavior on the basis of sex, e.g., "Why don't the girls bake cookies?" "Girls don't push and shove".
   ____Yes ____No

6. Do teachers have different expectations for boys and girls, e.g., grades, passivity, discipline problems?
   ____Yes ____No

7. Are counselors available for all students at the student's request? ____Yes ____No

8. Are boys or girls referred to the counselor more often? ____boys ____girls

9. Are problems other than disruptive behavior referred to the counselors? ____Yes ____No

10. Is the school using career materials which do not track boys and girls into careers by sex?
_____Yes _____No

11. Do school counselors describe or prescribe career opportunities by sex, e.g., girls with science interests are counseled into nursing and boys into medical schools? _____Yes _____No

12. Do school counselors differentiate college recommendations on the basis of sex, e.g., girls go to business school and perhaps to college later?
_____Yes _____No

APPENDIX

I

GLOSSARY OF TERMS RELATING TO CONTRACTS AND GRANTS

ACCOUNTABILITY: Responsibility for a specified performance, outcome and result.

AUTHORIZATION: Basic substantive legislation enacted by Congress which sets up a federal program or agency. Such legislation sometimes sets limits on the amount that can subsequently be appropriated but does not usually provide budget authority.

AWARDS, METHODS OF: (a) OPEN-BID: Request for Proposal (RFP) or prospectus is publicly announced and/or distributed. Respondents submit "solicited" proposal (see definition below). (2) SOLE SOURCE AWARD: A non-competitive offer to submit a proposal, made by the funding source to a uniquely qualified individual or organization (solicited proposal results). (3) REQUEST FOR QUALIFIED SOURCES: Offers are sent to previously identified individuals or organizations to submit proposal (solicited proposal).

BUDGET: The estimated cost of performance of the project as set forth in the Notification of Grant Award or contract.

BUDGET AUTHORITY (APPROPRIATION): Authority provided by Congress which allows federal agencies to incur obligations to spend or lend money. The budget authority appropriated for a fiscal year is sometimes more than the obligations of outlays within that year due to the long-range nature of some programs (particularly construction projects). There may be unspent budget authority carried over from prior years earmarked for specified purposes. This money is not available for new programs.

CONTRACT: The procurement of a service to perform a specific activity where the funding source (federal agency) has already identified a need, has determined the type of program needed to meet this need, has described the actual format for the service or activity desired, has determined the expected outcomes for the project, has selected an acceptable cost range and knows the length of time required to complete the program. The funding agency exerts management control over the recipient. (Many federal agencies blur the distinction between a contract and a grant--see "grants" below.)

CONTRACTS, TYPES OF: (a) COST PLUS FIXED FEE: specified the specific fee for performance, plus specified allowable additional costs; i.e., overhead, travel, etc. (2) FIXED PRICE (OR FIXED FEE): Guarantees specified payment for performance of specified tasks within a specified period of time. (3) GUARANTEED PERFORMANCE: grantee (contractor) guarantees the results of his services (or activities or program) in specific behavioral terms. Payment is made only if results are met. (4) RETAINER: minimum fee established for minimal services--usually designated by number of man-hours or man-days within a specified period of time. Additional time demands require separate contract negotiations. (5) OPEN-ENDED: like a fixed fee contract--the difference being that further related activities, as yet unspecified, are anticipated. Usually entered into in exploratory stage of an idea, to determine whether further work is needed (pre-feasibility studies). If additional work is undertaken, a new contract is negotiated, usually on a "sole source" basis. (6) COST REIMBURSABLE: contract issued on basis of estimated costs; final payment is based on costs actually incurred, usually not to exceed dollar amount of contract.

EVALUATION: An appraisal of an activity seeking to measure the extent to which the activity or program attained the objectives set forth. (1) DESCRIPTIVE: describes the situation or program as it appears at a given point in time, rather than attempting to establish cause. (2) FORMATIVE: starts with establishing the objectives of the activity; continues during the entire course of the activity, providing ongoing data (feedback) for decision-making, including revision of the objectives initially established. (3) EXTERNAL: (sometimes defined as "third party") conducted by individuals who are not directly involved in the process, procedure or program being evaluated. (4) INTERNAL: the process used by personnel responsible for the operation of a program to determine the degree to which it has fulfilled its stated objectives.

FISCAL YEAR (FY): Year running from July 1 to June 30 and designated by the calendar year in which it ends. For example, FY74 covers the period July 1, 1973--June 30, 1974. (In process of transition from July 1 to October 1, to end September 30 will eventually apply to all federal grants.)

GRANT (CONTRACT) PERIOD: The period of time specified in the Notification of Grant Award or contract award during which costs may be charged against the grant or contract.

GRANTEE (CONTRACTOR): The agency, institution or organization named in the grant or contract as the recipient.

GRANTS: A formal gift of money executed for a designated purpose (usually experimental, research or demonstration), where all the factors related to "contracts" (need, format, outcomes, costs, time) are not fully determined. Often, the idea for the grant is proposed by the agency or individual writing the proposal. The grantee has management control over the use of the funds, the methods to be used and a more flexible timetable. (Many federal agencies blur the distinction between a grant and a contract--see "Contracts" above.)

GRANTS OR CONTRACTS OFFICER: The federal agency employee who is authorized to execute and is responsible for the administration of the grant or contract on behalf of the government. She/he is the only person authorized to approve amendments to the contract or grant; such authorizations are effective and binding only when in writing.

GUIDELINES: Following publication of "priorities" in the Federal Register, each agency re-publishes those priorities in the form of detailed "Guidelines" for use by institutions or organizations in applying for funds. (See "priorities" below.)

INDIRECT COSTS (OVERHEAD): These are REAL costs, defined as general expenses necessary for project operation, which are difficult to itemize on a project-by-project basis; such as business office services, physical plant operation and library.

LETTER OF INTENT: Sometimes required by an agency before they will accept a complete proposal document. This letter usually contains a description of the proposed project, an estimated budget and information on the applicant. The purpose of this requirement is to allow the funding source to screen out ineligible applicants or projects not consistent with the programs' priorities and format. This screening saves considerable time for both the federal agency and the group planning to submit a proposal. In some cases, the federal agency also wishes

to determine in advance the number of completed proposals they can anticipate and thus do some preliminary planning about the use of their own personnel and funds. In addition, such a letter guarantees the funding source an opportunity to make comments and suggestions on a program idea before a completed application is submitted.

MANAGEMENT PROCESSES: Once a contract or grant has been awarded, the receiving agency is responsible for effective and efficient program and fiscal management. Management processes are the means by which management of the overall project is carried out, and includes planning, operation, fiscal administration, decision making, evaluating, and staff descriptions, recruiting and selection.

MATCHING CONTRIBUTIONS: Cash contributions or "in kind" support (travel costs, personnel services, overhead, space) provided by the grantee in support of the project. The required extent of this participation is set by the funding agency, usually as a percentage of the funds provided by the sponsor.

NEEDS ASSESSMENT: A survey and analysis of needs for the proposed program might include: (1) symptoms; (2) causes; (3) description of population; (4) related research; (5) attempted solutions; (6) capability of the institutions to implement and/or continue the activity.

OBLIGATIONS: Commitment made by federal agencies (or other organizations) to pay out money for projects, services or other purposes--as distinct from the actual payments. Obligations incurred may not be larger than the budget authority (appropriation) or grant award.

OUTLAYS (EXPENDITURES): All payments made during the fiscal year.

PRIORITIES: Each federal agency develops annual program plans which include objectives and primary areas of emphasis. These areas of emphasis are called priorities and the agency awards contracts or grants for projects which most closely relate to those priorities. Each federal agency must publish, in the Federal Register, the priorities for its programs; included will be a statement of its general interest, the specific population to be served, the deadline for applications and the type of proposal document to be submitted. (See also "Guidelines" above.)

PROJECT DIRECTOR (PRINCIPAL INVESTIGATOR): The person responsible for directing and managing the project or the grantee (contractor).

PROJECT OFFICER: The federal agency employee who is responsible for the technical (content, program) monitoring of the project of the grantee (contractor) as representative of the grants (contract) officer. (See "Grants or Contract Officer" above.)

PROPOSALS: (1) RFP (REQUEST FOR PROPOSAL): Lists the types of qualifications needed, gives details on the program to be funded and specifies the types of information interested institutions must submit in order to be considered for the award. (If you want to get RFP's from specific agencies, call the Procurement Office of that agency and ask for a "Bidder's Mailing List Application," Form 129). (2) SOLICITED: Requested by the funding source because it has originated the program idea or because the proposed subject is consistent with its major program priorities. (See "Awards" above.) (3) UNSOLICITED: Idea for the program originates with the submitting agency. It may or may not be relevant to the priorities of the potential source of support. (See "Priorities" above.)

SPONSORED PROJECT: A specific activity or program financed by funds other than those of the regular budget of the agency administering the project. Usually this means programs financed through awards from federal agencies or private foundations.

STAFF: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the program.

SUPPLEMENTAL FUNDS (COST SHARING): Participation by the grantee in the costs of the project. (See "Matching Contributions" above.)

TERMS AND CONDITIONS: Document(s) incorporated in every contract or grant which set forth the specific federal laws and regulations which govern performance and administration of the project. Usually included are paragraphs relating to: project scope, cost limitations, accounts and records, payment procedures, reports, printing and duplicating, termination, application of state and local laws and institutional procedures, copyright and publication, patent rights, travel, equipment, sub-contracting,

health and safety standards, compensation, labor standards, equal employment, consultants, clearance for forms, investment and grant related income, changes in key personnel, animal care, and so forth. Some items are special and unique to a particular project; most items are general and apply to all contracts/grants.

APPENDIX

J

SOURCES OF FUNDING — EXAMPLES OF DEPARTMENT OF EDUCATION FUNDS

The Federal Government is a major source of financial support and technical assistance to the nation's schools chiefly through the U.S. Department of Education (ED). ED administers programs covering virtually every level and aspect of education. These programs and the fiscal year 1977 funds appropriated by Congress in support of them are listed below. Any information regarding these funds may be obtained from U.S. Department of Education, Region 8, 1961 Stout Street, Denver, Colorado 80294.

TYPE OF ASSISTANCE	PURPOSE
GROUP 1: TO INSTITUTIONS, AGENCIES AND ORGANIZATIONS	
PART A - For Elementary and Secondary Education Programs	
Bilingual education basic programs (OMB Cat. No. 13403)	To develop and operate programs for children ages 3-18 with limited English speaking ability
Bilingual education support services (OMB Cat. No. 13403)	To operate regional centers programs assistance to bilingual education teachers in local districts (training resource centers), develop bilingual curriculum materials (material development centers), or evaluating and printing such materials (assessment dissemination centers)
Community schools (OMB Cat. No. 12563)	To assist state and local education agencies in establishing community schools to train personnel to plan and operate community education programs

TYPE OF ASSISTANCE	PURPOSE
Education and the Arts (OMB Cat. No. 13566)	To encourage the education programs at elementary and secondary levels
Education innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Education and the Arts (OMB Cat. No. 13566)	To encourage the education programs at elementary and secondary levels.
Education innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Follow Through (OMB Cat. No. 13433)	To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs
Incentive grants (OMB Cat. No. 13512)	To encourage greater state and local expenditures for education

TYPE OF ASSISTANCE	PURPOSE
Indian education (OMB Cat. No. 13534)	To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12
Indian education (OMB Cat. No. 13551)	To provide special elementary and secondary school programs meeting the special educational needs of Indian students
Indian education-special programs and projects (OMB Cat. No. 13535)	To provide exemplary and demonstration programs for improving educational opportunities for Indian children
Metric education (OMB Cat. No. 13561)	To encourage education agencies to prepare students for the metric system of measurement
Programs for children in state institutions for the neglected and delinquent (OMB Cat. No. 13431)	To improve the education of delinquent and neglected children in state institutions
Programs for disadvantaged children (OMB Cat. No. 13428)	To meet the educational needs of deprived children
Programs for migratory children (OMB Cat. No. 13429)	To meet the educational needs of migrant farm workers
Special assistance to refugees from Laos, Cambodia and Vietnam (OMB Cat. No. 13769)	To assist refugees from Laos, Cambodia and Vietnam
State administration of ESEA Title I programs (OMB Cat. No. 13430)	To strengthen administration of ESEA, Title I
Right to Read (OMB Cat. No. 13533)	To stimulate institutions, government agencies and

TYPE OF ASSISTANCE	PURPOSE
	private organizations to improve and expand reading related activities for children, youths and adults
School maintenance and operation (OMB Cat. No. 13478)	To aid school districts on which federal activities or disasters have placed a financial burden
State equalization grants (OMB Cat. No. 13572)	To reimburse states for costs incurred in the development for administration of a plan for equalization of state and local school finances with primary purpose to achieve equality of opportunity for all children
Women's educational equity (OMB Cat. No. 13565)	To support development and implementation of capacity building programs contributing to women's educational equity and having a possible national impact
PART B - For Strengthening Organizational Resources	
Alcohol and drug abuse education programs (OMB Cat. No. 13420)	To organize and train alcohol and drug education leadership teams at state and local levels; to develop programs and leadership to combat causes of alcohol and drug abuse
Bilingual education technical assistance coordination (OMB Cat. No. 13403)	To provide technical assistance to local education agencies operating Title VII Basic Programs and to coordinate bilingual programs within the state
Education broadcasting facilities (OMB Cat. No. 13413)	To aid in the acquisition and installation of broadcast equipment for educational radio and TV

TYPE OF ASSISTANCE	PURPOSE
Educational television programming (OMB Cat. No. 13541)	To fund development and dissemination of educational television programs
Interlibrary cooperation (OMB Cat. No. 13465)	To establish and operate cooperative networks of libraries
Library and learning resources (OMB Cat. No. 13570)	To help provide school library resources, textbooks, and other instructional materials, instructional equipment, minor remodeling, testing, counseling and guidance services in elementary and secondary schools
Library services (OMB Cat. No. 13464)	To extend and improve public library services and institutional library services to populations unserved or inadequately served
Projects in environmental education (OMB Cat. No. 13522)	To develop environmental and ecological awareness and problem solving skills through education programs conducted by formal and nonformal educational organizations and institutions
PART C - For Postsecondary Education Programs	
Basic institutional development (OMB Cat. No. 13454)	To provide partial support for for cooperative arrangements between developing and established institutions
Advanced institutional development (OMB Cat. No. 13454)	To assist selected developing institutions enter the mainstream of higher education
Bilingual education stipends and institutional assistance (OMB Cat. No. 13403)	To train teachers, administrators and others working with bilingual education programs, to recruit faculty and en-

TYPE OF ASSISTANCE	PURPOSE
	courage reforms and improvements in bilingual education curriculums at the undergraduate and graduate levels
College library resources (OMB Cat. No. 13406)	To strengthen postsecondary library resources
College Work Study (OMB Cat. No. 13464)	To stimulate and promote part-time employment of needy postsecondary students
Community service and continuing education programs (OMB Cat. No. 13491)	To strengthen higher education capabilities for helping communities solve their problems and to bring continuing education opportunities to adults
Cooperative education programs (OMB Cat. No. 13515)	To support planning and implementation of programs alternating periods of academic study and public or private employment
Cuban student loans (OMB Cat. No. 13409)	To provide a loan fund to aid Cuban refugee students
Educational opportunity centers (OMB Cat. No. 13543)	To operate centers assisting low income persons desiring to pursue a program of postsecondary education
Endowments to agriculture and mechanic arts colleges (OMB Cat. No. 13453)	To support instruction in agriculture and mechanic arts in land grant colleges
Improvement of postsecondary education (OMB Cat No. 13925)	To aid postsecondary education reforms in curriculum development, teaching and administration

TYPE OF ASSISTANCE	PURPOSE
National Direct Student Loan Program (OMB Cat. Nos. 13469-470-471)	To help set up funds at higher education institutions for making low-interest loans to graduate and undergraduate students attending at least half time
National teaching fellowships and professors emeriti (OMB Cat. No. 13454)	To strengthen teaching resoures of developing institutions
State planning commissions (OMB Cat. No. 13550)	To develop statewide comprehensive planning for postsecondary education
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for grants to needy students or to develop such grant programs where they do not exist (grants are on a matching 50-50 basis)
Student special services (OMB Cat. No. 13482)	To assist low income and handicapped students to complete postsecondary education
Supplemental education opportunity grants (OMB Cat. No. 13418)	To assist students of exceptional financial need to pursue a postsecondary education
Talent Search (OMB Cat. No. 13488)	To help identify and encourage promising students to complete high school and pursue postsecondary education
Upward Bound (OMB Cat. No. 13492)	To motivate young people with low income backgrounds and inadequate high shool preparation to enter postsecondary training

TYPE OF ASSISTANCE	PURPOSE
Veterans cost of instruction (OMB Cat. No. 13540)	To encourage recruitment and counseling of veterans by postsecondary education institutions
PART D - For the Education of the Handicapped	
Deaf-blind centers (OMB Cat. No. 13445)	To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers
Early education for handicapped children (OMB Cat. No. 13444)	To aid state and local education agencies developing model preschool and early education programs for handicapped children
Gifted and talented children (OMB Cat. No. 13652)	To develop programs for gifted and talented children and to train teachers and leadership personnel for these children
Information and recruitment (OMB Cat. No. 13452)	To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To advance the handicapped through film and other media including a captioned film loan service for cultural educational and vocational enrichment of the deaf
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To establish and operate a system of centers on educational media for the handicapped

TYPE OF ASSISTANCE	PURPOSE
Media services and captioned film loan program-research (OMB Cat. No. 13446)	To contract for research into the use of educational and training films and other media for the handicapped and for production and distribution
Programs for children with specific learning disabilities (OMB Cat. No. 13520)	To provide for research and training and establishment of centers for the early identification of children with learning disabilities
Programs for the handicapped-aid to states (OMB Cat. No. 13449)	To assist in initiation, expansion and improvement of programs and projects for the handicapped at preschool, elementary and secondary levels through grants to state and outlying areas
Programs for the handicapped in state supported schools (OMB Cat. No. 13427)	To strengthen programs for children in state supported schools
Personnel training for the education of the handicapped (OMB Cat. No. 13451)	To prepare and inform teachers and others who educate handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel to work with the handicapped
Regional education programs for the handicapped (OMB Cat. No. 13560)	To make grants or contracts to publicly supported educational institutions to develop and operate special educational programs at vocational, technical, postsecondary or adult levels for deaf or other handicapped persons

TYPE OF ASSISTANCE	PURPOSE
Handicapped regional resource centers (OMB Cat. No. 13450)	To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children
Severely handicapped projects (OMB Cat. No. 13568)	To meet education and training needs of severely handicapped children and youths by helping them become as independent as possible
Supplementary educational centers and services, guidance, counseling and testing for the handicapped (OMB Cat. No. 13519)	To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling and testing
PART E - For Developing and Strengthening International Studies Program	
Consultant services of foreign curriculum specialists (OMB Cat. No. 13439)	To bring foreign resource persons to the U.S. to assist in developing language and area programs pertinent to their home regions
Group projects abroad for non-Western language and area studies (OMB Cat. No. 13440)	To train U.S. education personnel abroad in language and international studies, to develop comprehensive language programs for U.S. institutions
International studies centers (OMB Cat. No. 13435)	To upgrade training resources at Centers for International Studies including foreign language and area studies
International studies programs, graduate and undergraduate (OMB Cat. No. 13435)	To encourage international studies resources at the graduate and undergraduate levels

TYPE OF ASSISTANCE	PURPOSE
PART F - For Occupational Adult, Vocational and Career Education	
Adult Education (OMB Cat. No. 13400)	To provide adult basic education programs up to 12th grade competency
Bilingual vocational training (OMB Cat. No. 13400)	To assist in conducting bilingual vocational training programs and to make them available to everyone needing them
Career Education (OMB Cat. No. 13554)	To demonstrate effective methods and techniques in career education, to develop exemplary models and to enable state education agencies to plan for career education
Consumer and homemaking education (OMB Cat. No. 13494)	To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas
Cooperative education for vocational students (OMB Cat. No. 13495)	To help states conduct vocational education programs of cooperative workstudy arrangements
Indian education (OMB Cat. No. 13536)	To provide adult basic education and GED programs for Indian adults
Vocational education-basic programs (OMB Cat. No. 13493)	To maintain, extend and improve vocational education programs to develop programs in new occupations
Vocational programs for persons with special needs (OMB Cat. No. 13499)	To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs
Vocational education-state advisory councils	To advise the State Board for Vocational Education on the

TYPE OF ASSISTANCE	PURPOSE
(OMB Cat. No. 13500)	development and administration of state plans to evaluate vocational education programs, services and activities
Work-Study programs for vocational students (OMB Cat. No. 13501)	To provide work opportunities for full time disadvantaged vocational education students
PART G - For Desegregation Assistance	
Desegregation assistance grants to non-profit organizations OMB Cat. No. 13529)	To promote aid for community-based special programs and projects in support of school district desegregation plans
Desegregation assistance basic grants to LEAs (OMB Cat. No. 13526)	To provide aid to desegregating school districts for educational programs
Desegregation assistance pilot programs (OMB Cat. No. 13526)	To help desegregating school districts provide special help in the form of reading and math programs to overcome minority group isolation
Desegregation assistance bilingual programs (OMB Cat. No. 13528)	To help desegregating school districts provide bilingual-bicultural programs for children of limited English speaking ability
Desegregation assistance educational TV (OMB Cat. No. 13530)	To develop and produce integrated children's educational television programs
Desegregation assistance special programs and projects (OMB Cat. No. 13532)	To lessen minority group isolation by supporting efforts of special merit not covered under ESAA legislation
ESAA evaluation (OMB Cat. No. 13531)	To evaluate programs and project assisted under the Emergency School Aid Act

TYPE OF ASSISTANCE	PURPOSE
Desegregation assistance Civil Rights training and advisory services (OMB Cat. No. 13405)	To aid school districts in hiring advisory specialists to train employees and provide technical assistance in matters related to desegregation on the basis of race, color, religion, sex, national origin or language deficiencies
GROUP II: TO INDIVIDUALS--FOR TEACHER AND OTHER PROFESSIONAL TRAINING AND STUDENT ASSISTANCE	
Basic educational opportunity grants (OMB Cat. No. 13539)	To provide financial assistance to undergraduate postsecondary students
College teacher graduate fellowships (OMB Cat. No. 13407)	To train persons as bilingual education teacher-trainers universities and school districts
College teacher graduate fellowships (OMB Cat. No. 13407)	To increase the number of qualified college teachers
College Work-Study (OMB Cat. No. 13463)	To promote part-time employment of postsecondary students great financial need
Cuban student loans (OMB Cat. No. 13409)	To provide loans to needy Cuban refugee students
National direct student loans (OMB Cat. No. 13471)	To provide low interest loans to postsecondary students
Domestic mining and mineral-fuel conservation fellowships (OMB Cat. No. 13567).	To assist graduate students in domestic mining and mineral-fuel conservation, including oil, gas, coal shale and uranium
Educational development (for educators from other countries)	To provide opportunity for foreign educators to observe U.S. methods, curriculum and organization at elementary, secondary and higher education levels

TYPE OF ASSISTANCE	PURPOSE
Ellender fellowships (OMB Cat. No. 13583)	To assist the Close Up Foundation of Washington, D.C., with its program for increasing understanding of the federal government among secondary school students and their communities
Fellowships abroad for doctoral dissertation research in foreign language and area studies (OMB Cat. No. 13441)	To develop research knowledge and international studies capabilities for specialized advanced work abroad
Fellowship opportunities abroad (OMB Cat. 13438)	To promote instruction in international studies through grants and faculty projects for overseas work
Foreign language and area studies fellowship (OMB Cat. No. 13434)	To pay stipends to individuals undergoing training in any modern foreign language
Guaranteed student loan program (OMB Cat. No. 13460)	To encourage private commercial institutions and organizations to make loans to postsecondary students
Indian education (OMB Cat. No. 13569)	To assist Indian professional and graduate students in engineering, medicine, law, business, forestry and related fields
Librarian training (OMB Cat. No. 13468)	To increase opportunities for training in librarianship
Media services and captioned films training grants (OMB Cat. No. 13446)	To train persons in the use of educational media for the handicapped

TYPE OF ASSISTANCE	PURPOSE
National teaching fellowships and professors emeriti (OMB Cat. 13454)	To strengthen the teaching resources of developing institutions
Public service career fellowships (OMB Cat. No. 13555)	To attract and prepare students for entrance into state, local or federal service
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for students or to develop such grant programs where they do not exist (grants are on a 50-50 matching funds basis)
Teacher Corps project grants (OMB Cat. No. 13489)	To improve the quality of instruction available to disadvantaged children
Training for the disadvantaged-CLEO (OMB Cat. No. 13556)	To provide opportunities for economically and educationally disadvantaged students to study and practice law.
Teacher exchange (OMB Cat. No. 13437)	To promote international understanding and professional competence by exchange of teachers between the U.S. and foreign nations
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel for the handicapped
Training teachers for the handicapped (OMB Cat. No. 13451)	To improve and increase the supply of education personnel trained to work with handicapped children

TYPE OF ASSISTANCE	PURPOSE
Vocational education personnel development awards (OMB Cat. No. 13503)	To meet state needs for qualified vocational education personnel by making awards to educators and institutions
Vocational education professional personnel development for states (OMB Cat. No. 13504)	To strengthen education programs authorized by the Vocational Educational Amendments of 1968: to vocational education at all levels
GROUP III: FOR RESEARCH	
Consumer education (OMB Cat. No. 13568)	To support research and development and pilot projects designed to provide education to the public
Foreign language and area studies research (OMB Cat. No. 13436)	To improve foreign language and area studies through support of research and studies, experimentation and development of specialized instructional materials
Handicapped physical education and recreation research (OMB Cat. No. 13443)	To improve physical education and recreation programs for handicapped children through research and demonstration projects
Library demonstrations (OMB Cat. No. 13475)	To promote library and information science research and demonstrations

APPENDIX

K

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 — A SUMMARY OF THE IMPLEMENTING REGULATIONS

INTRODUCTION

Title IX of the 1972 Education Amendments is the first comprehensive Federal law to prohibit sex discrimination in the admission and treatment of students by educational institutions receiving Federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions. It reads:

> 'No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

The implementing regulation for Title IX was issued by the Secretary of Health, Education and Welfare in June, 1975. Its provisions may be grouped into five major sections--general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admissions of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient: The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." [§86.2(h)]

Federal financial assistance: Educational agencies or institutions which receive any of the following are considered recipients of "Federal financial assistance" for purposes of Title IX:

Grants or loans from the Federal Government, including funds for:

Acquisition, construction or renovation of buildings or facilities;

Scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.

Grants of Federal property

Provision of the services of Federal personnel

Any other contract, agreement or arrangement which has as one of its purposes the provisions of assistance to any education program or activity, except a contract of insurance or guaranty. [§86.2(g)]

Copies of the regulation have been supplied to all local education agencies and post-secondary institutions. Copies of the regulation may also be obtained from the Department of Education, Washington, D.C. 20201.

TITLE IX--A SUMMARY OF THE IMPLEMENTING REGULATION

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a Federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. [§86.3(a)]

Affirmative action. In the absence of a finding of sex discrimination, a recipient educational institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. [§86.3(b)]

Self-evaluation. Every educational institution receiving Federal funds must, within one year of the effective date of the regulation:

> Evaluate its policies and practices as to their compliance with the regulation
>
> Modify its policies and practices as necessary for compliance
>
> Take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. [§86.3(c)]

Assurance required. Every application for Federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the regulation. Forms will be supplied by the Office for Civil Rights, DE. [§86.4]

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be notified of the name, office address and phone number of the employee. [§86.8(a)]

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for the filing of a complaint with the Office for Civil Rights, ED.) [§86.9(a)]

Notification of policy. Every recipient must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. [§86.9(a)]

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex announcement, bulletin, catalog, application form or other materials used in connection with the recruitment of students or employees. No publication should suggest, by test or illustration, that the recipient treats students, applicants or employees differently on the basis of sex except as permitted by the regulation. [§86.9(b)]

COVERAGE

General. The regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from Federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity, or program which it operates or sponsors, including athletics and other extracurricular activities. The Federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") [§86.11]

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational institutions; and social fraternities and sororities in post-secondary institutions, YM and YWCA's, Girl and Boy Scouts, Camp Fire Girls, and other voluntary youth service organizations. [§86.12, §86.13 and §86.14]

Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. [§86.15]

ADMISSIONS

The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

Ranking applicants separately on the basis of sex;

Applying numerical limitations on the number of proportion of either sex who may be admitted;

Treating one individual differently from another on the basis of sex;

Administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;

Applying any rule concerning the actual or potential parental, marital or family status of a student which treats persons differently on the basis of sex;

Discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);

Making pre-admission inquiry as to the marital status of an applicant. [§86.21(a), (b), (c)]

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All educational institutions or activities receiving Federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the regulation requires that:

> 'no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or any other education program or activity operated by a recipient.' [§86.3 (a)]

It specifically provides that recipient institutions may not, on the basis of sex:

> Provide different aid, benefits or services;
>
> Deny any person such aid, benefit or service;
>
> Subject any person to separate or different rules of behavior, sanctions or other treatment;
>
> Discriminate against any person in the application of any rules of appearance;
>
> Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;
>
> Provide significant assistance (defined in the preamble to the Regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or service to students or employees;
>
> Limit any person in the enjoyment of any right, privilege, advantage or opportunity. [§86.31(b)]

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for

study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. §86.31(c)]

Programs not operated by recipients. A recipient institution may not facilitate, require, permit or consider as part of an activity or program it operates, participation by any applicant, student or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. [§86.31(d)]

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. [§86.32 (a)(b)]

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by the recipient. [§86.32(c)]

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. [§86.33]

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses. [§86.34]

With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the regulation at the elementary level and three years from the effective date of the secondary and post-secondary levels. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. [§86.34(a)(b)(c)]

Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. [§86.34(e)]

Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. [§86.34(f)]

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, course, services and facilities comparable to each course, service and facility offered in or through such schools. [§86.35]

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. [§86.36 (a)]

Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. [§86.36(b)]

> Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. [§86.36(c)]

Financial assistance. Recipients may not, on the basis of sex:

> Provide different amounts or types of financial assistance, limit eligibility for such assistance or apply different criteria;
>
> Apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;
>
> Assist, through solicitation, listing, approval, or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. [§86.37(a)]

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

> Students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;
>
> An appropriate sex-restricted award should be allocated to each student selected;
>
> No student may be denied the award for which he or she was selected because of absence of financial assistance designed for a member of that student's sex. (According to the preamble of the regulation, if there are insufficient sources of financial aid designated for members of a particular sex to

provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) [§86.37 (b)]

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the regulation dealing with athletics. [§86.37(c)]

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. [§86.38]

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. [§86.39]

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex. [§86.40(a)]

No student may be discriminated against or excluded from an education program or activity (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. [§86.40(b)]

> A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
>
> A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary, must ensure that this program is comparable to the program offered to nonpregnant students.
>
> A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service, or policy in which such recipient participates with respect to students. If there is no leave policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. [§86.40(b)]

Athletics. The general requirement of this section is that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis. [§86.41(a)]

Separate teams may, however, be operated for members of each sex where:

> Selection for such teams is based upon competitive skill; or
>
> The activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such

team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). [§86.41(b)]

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, ED will consider, among other factors:

Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

Provision of equipment supplies;

Scheduling of games and practice time;

Travel and per diem allowance;

Opportunity to receive coaching and academic tutoring;

Assignment and compensation of coaches;

Provision of locker rooms, practice and competitive facilities;

Provision of housing and dining facilities and services;

Publicity.

Unequal aggregate expenditures for members of each sex or for males and female teams will not constitute noncompliance, but ED may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity. [§86.41(c)]

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the regulation, secondary and postsecondary schools within three years. [§86.41(d)]

Textbooks and curricular materials. Nothing in the regulation requires or prohibits the use of particular textbooks or curricular materials. [§86.42]

EMPLOYMENT

[In a November 1979 ruling, the U.S. Supreme Court, in effect, removed this section from Title IX. Sex discrimination in employment is covered under Title VII of the Civil Rights Act of 1964.]

General. All education institutions receiving Federal financial assistance must comply with the employment provisions of the regulation. In general, the regulation prohibits:

> Exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration or selection thereof, whether full or part-time;
>
> The limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
>
> Entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient;
>
> The granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex eligible for such preference are roughly equivalent. [§86.51(a)]

Specifically, discrimination is prohibited in:

> Recruitment, advertising and the process of application for employment;

Hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff and rehiring;

Rates of pay or any other form of compensation;

Job assignments, classifications and structure, including position descriptions, lines of progression and seniority lists;

The terms of any collective bargaining agreement;

Granting and returning from leaves of absence, leave for pregnancy and related conditions, leave for persons of either sex to care for children or dependents;

Fringe benefits;

Selection and financial support for training, including apprenticeship, professional meetings, conferences and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;

Employer sponsored activities, including social or recreational programs;

Any other term, condition or privilege of employment [§86.51(b)]

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. [§86.52]

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex [§86.53]

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensation which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs, the performance of which requires equal skill, effort and responsibility and which are performed under similar working conditions. [§86.54]

Job classification. A recipient may not:

Classify a job as being for males or females;

Maintain separate lines of progression, seniority lists, career ladders or tenure systems based on sex;

Maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona fide occupational qualification for the positions in question. [§86.55]

Fringe Benefits. Under this regulation, fringe benefits means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave and any other benefit or service of employment. A recipient shall not:

Discriminate on the basis of sex with regard to making fringe benefits available to employees, or making fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;

Administer, operate, offer or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;

Participate in a pension or retirement plan which establishes different optional compulsory retirement ages based on sex or which otherwise discriminates on such basis. [§86.57(a)(b)]

Marital or parental status. A recipient may not:

Take any employment action concerning the potential marital, parental or family status of an employee

or applicant which treats persons differently on the basis of sex;

Which is based upon whether an employee or applicant is the head of household or principal wage earner. [§86.56(a)]

Pregnancy. A recipient may not discriminate against or exclude from any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration, and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. [§86.57(b)(c)(d)]

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. [§86.60(a)(b)]

Sex as a bona fide occupational qualification. Recipients may make employment decisions prohibited by the regulation provided they can demonstrate that sex is a bona fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped characterizations of one or the other sex, or on preference based on sex of the recipient, employees, students or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. [§86.61]

ENFORCEMENT PROCEDURES

Pending ED's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Education, Washington, D.C. 20201 or to the Denver Regional Office of the Department of Education.

FOOTNOTES

1. National Assessment of Educational Progress, "Males Dominate in Educational Success", NAEP Newsletter (October 1975).

2. Robert Spaulding, "Achievement, Creativity, and Self-Concept Correlates of Teacher-Pupil Interactions in Elementary School", Cooperative Research Project No. 1352 (Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1963).

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WORKSHOP EVALUATION SHEET — IDENTIFYING AND OVERCOMING SEX BIAS IN CLASSROOM MANAGEMENT

Date _____ School District _____

DIRECTIONS: Complete and return to the workshop facilitator, using the rating scale below that shows 1 as the lowest and 5 as the highest value.

___ Female

___ Male

___ Student

___ Parent

___ Teacher

___ Administrator

Years of Age

___ 6 - 15

___ 16 - 20

___ 21 - 25

___ 26 - 30

___ 31 - 45

___ 46-Above

		Low				High
1.	The workshop objectives were met:					
	a. To identify sex bias which limits the options of students.	1	2	3	4	5
	b. To examine sex bias in the management and interactions in classrooms.	1	2	3	4	5
	c. To identify strategies used for overcoming sex bias in the classroom.	1	2	3	4	5
	d. To examine content analysis techniques in instructional materials.	1	2	3	4	5
	e. To provide strategies for overcoming bias in instructional materials.	1	2	3	4	5
	f. To extend skills in revising biased instructional materials.	1	2	3	4	5
	g. To review roles of teacher as curriculum manager, institution builder and learner in attaining sex equity.	1	2	3	4	5
2.	There was enough time to get the information needed.	1	2	3	4	5
3.	My feelings about implementing sex equity in the schools were changed by this workshop.	1	2	3	4	5
4.	I would rate the organization and format of this workshop as . . .	1	2	3	4	5
5.	The subject matter was useful to me professionally.	1	2	3	4	5
6.	The subject matter was useful to me personally.	1	2	3	4	5
7.	I feel I am/will be an effective advocate for sex equity.	1	2	3	4	5

8. Comments: _____

1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

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